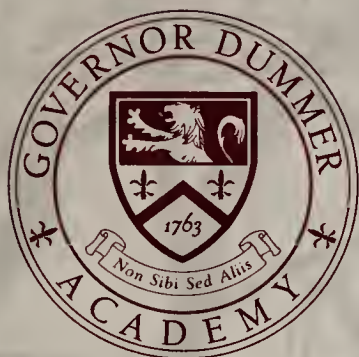


GOVERNOR DUMMER ACADEMY



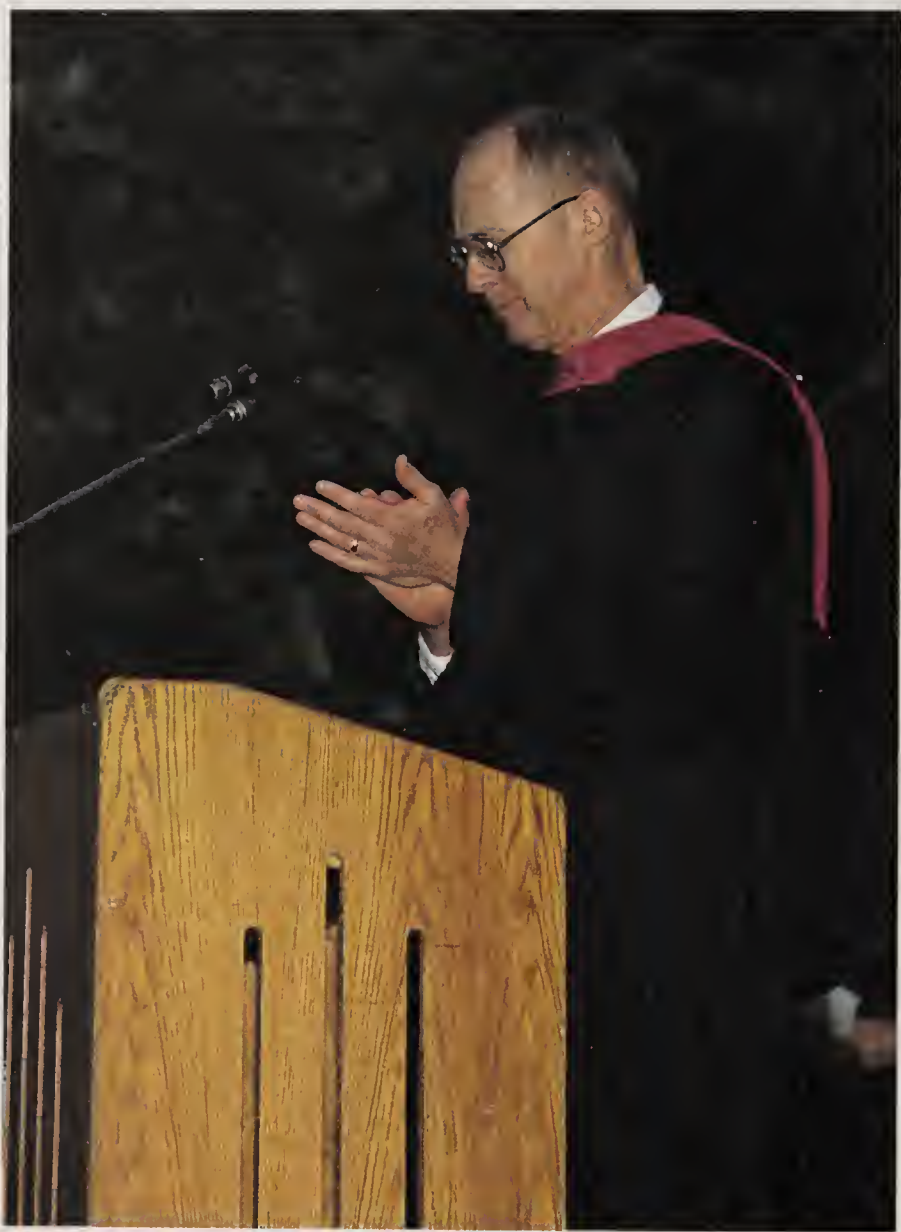
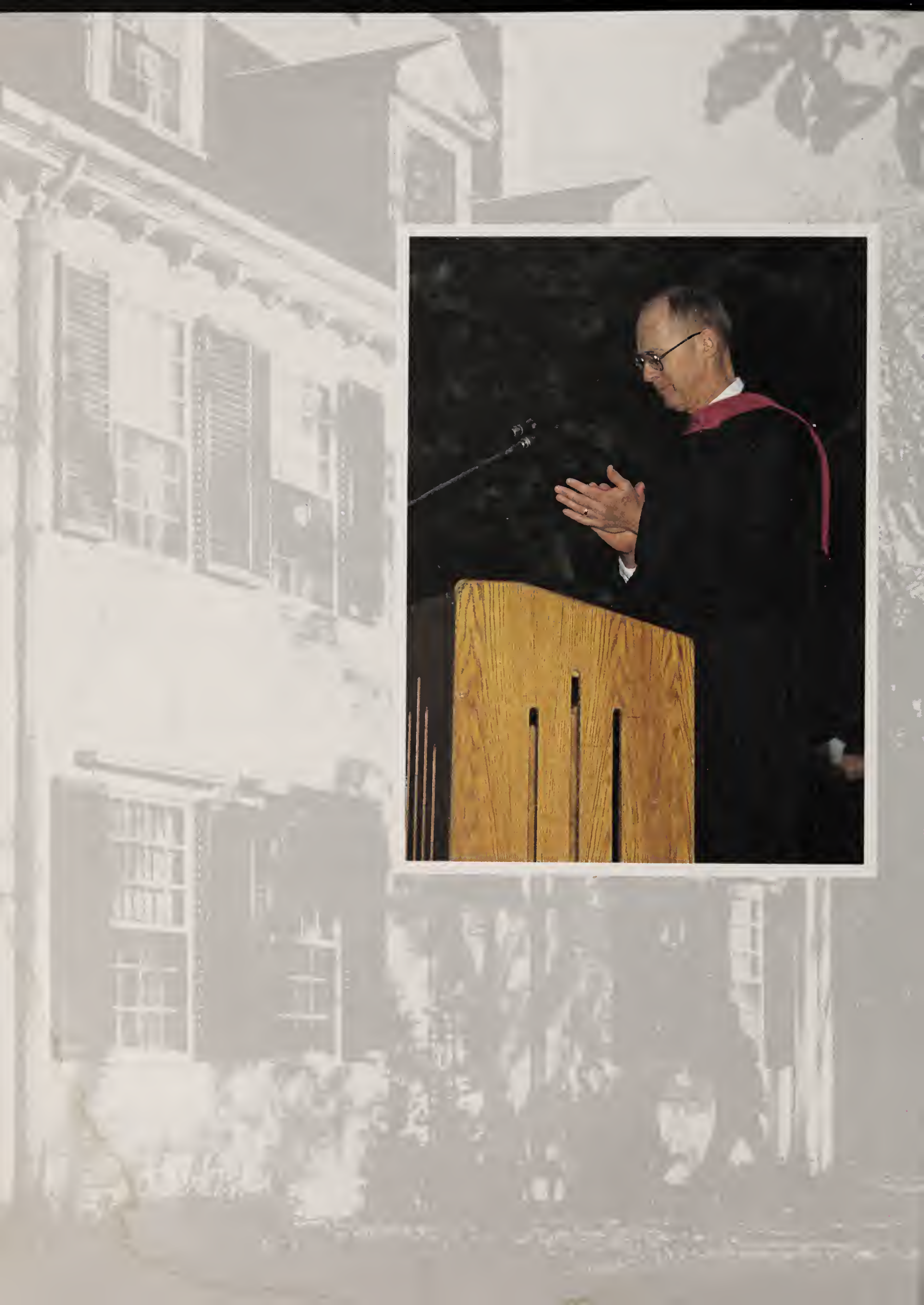
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FROM THE HEADMASTER



Massachusetts Bay Colony Lieutenant Governor William Dummer donated his home and lands in 1763 "for the excellent and beneficent design of instructing and educating youth" in preparation for college. Until the end of the eighteenth century, college meant one specific school — Harvard — and Governor Dummer Academy provided approximately one quarter of Harvard's student body.

Today, 229 years later, Governor Dummer Academy continues to adhere to the Governor's principles of comprehensive preparatory education in the arts, sciences, history and languages. Just as there has been tremendous advancement in all those areas over the years, Governor Dummer Academy has advanced and expanded; Harvard is now only one of many fine colleges and universities to which GDA sends its graduates.

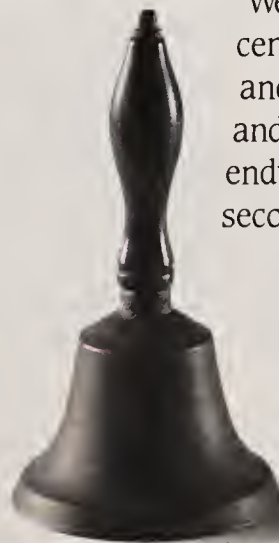
The modern Governor Dummer Academy includes SCIENCE 2000, an innovative national model program that makes learning biology, chemistry, physics and earth and space science

more investigative, interactive and relevant to students' lives. Another current program, called Cooperative Learning, incorporates all academic areas with the concept that students learn more through cooperation than competition.

To suggest that Governor Dummer is concerned solely with academics, however, would be misleading. The Academy's centuries-old motto, "Non sibi sed aliis" ("Not for self but for others"), reflects our commitment to teaching more than hard facts and cold figures. Here students learn how to think, analyze information and put those skills to work to make greater contributions to their worlds.

At the heart of a GDA education is the "Governor Dummer Experience," which our alumni cherish their entire lives. It is something that includes a solid grounding in academics and preparation for college, but does not end there; it is about becoming part of a close-knit, vital, caring community of students and teachers who share common goals; and it is about forming ideas, values and friendships through cooperative dormitory living, extracurricular activities and spirited athletic competition.

We invite you to visit our magnificent campus, meet our students and teachers, explore our facilities and discover our extraordinary and enduring approach to the crucial secondary school years.



Peter W. Bragdon

Peter W. Bragdon, Headmaster

"The Academy's centuries-old motto, 'Non sibi sed aliis' ('Not for self but for others'), reflects our commitment to teaching more than hard facts and cold figures. [At GDA] students learn how to think, analyze information and put those skills to work to make greater contributions to their worlds."

Peter W. Bragdon, Headmaster



OVERVIEW



Governor Dummer Academy founded the preparatory school tradition in America, and today continues to define excellence in secondary education.

Founded in 1763 under the will of Massachusetts Bay Colony Lieutenant Governor William Dummer, GDA today embodies both 229 years of tradition and an ageless capacity for innovation. It is at once linked with great historical figures including John Hancock (who signed the Academy's charter), Paul Revere (who struck its seal) and John Quincy Adams (who recorded its first six years of trustees minutes), and devoted to pioneering programs including its new SCIENCE 2000, which is redesigning science curricula for the nation's secondary schools.

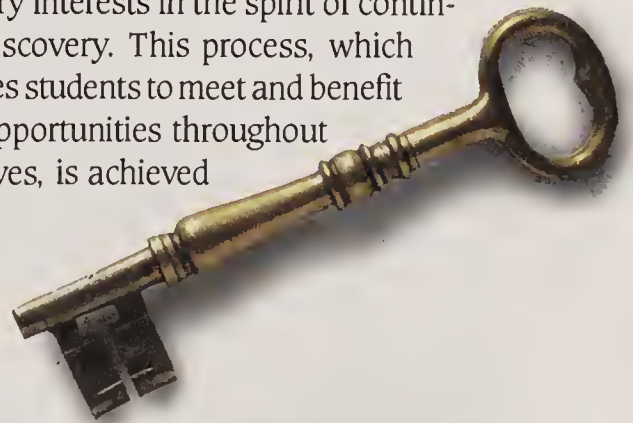
Under the aegis of its first celebrated headmaster Samuel Moody, the Academy prepared boys for "the College," as they referred to

Harvard, providing a quarter of Harvard's graduates between 1768 and 1790. Among those graduates were several heroes of the American Revolution, congressional leaders and Samuel Phillips, founder of Phillips Academy at Andover.

Peter W. Bragdon, appointed the Academy's 26th headmaster in 1983, today is piloting Governor Dummer into a new age of renewal, heralded by a recently completed three-year, \$17 million capital campaign. As a result of the campaign, the Academy boasts 21 new scholarships, three new faculty chairs, an endowment enhanced by 250 percent, a new

dormitory and a new 48,000 square-foot field house.

The Governor Dummer Academy curriculum is designed to prepare students for success in college and to continue their learning process throughout their lives. Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests in the spirit of continuing discovery. This process, which prepares students to meet and benefit from opportunities throughout their lives, is achieved



"Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests. This process is achieved through adherence to two abiding precepts of Governor Dummer Academy, maintained throughout the centuries: small classes and individualized attention."

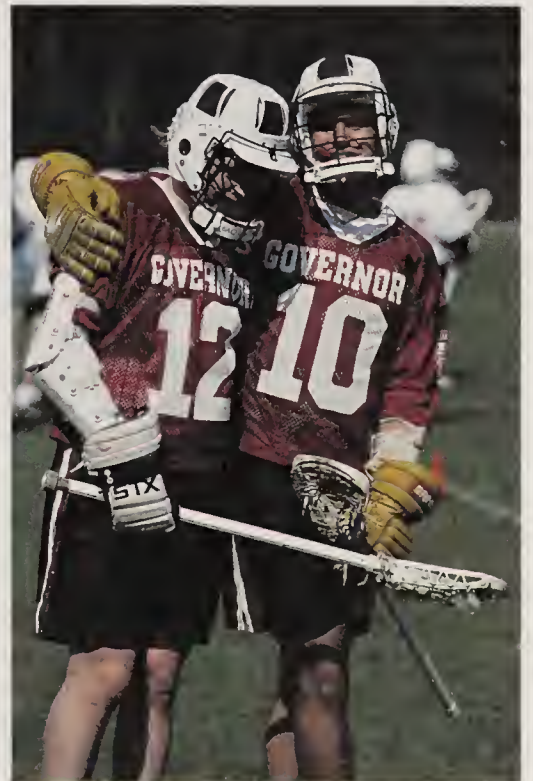
through adherence to two abiding precepts of Governor Dummer Academy, maintained throughout the centuries: small classes and individualized attention.

Consistent with the teachings of Master Moody, Governor Dummer Academy today shapes its academic mission within the doctrine that character and conduct are significant aspects of a secondary education. The Academy's Cooperative Learning concept, athletic competition and extracurricular activities all encourage group work among students to develop and promote team skills that are critical in future schooling and careers.

The Academy also places great importance on cultural, sociological and ethnic diversity among its students. At present, the 340-member student body represents 25 U.S. states and 16 countries worldwide. The Academy maintains active national and international outreach programs designed to locate prospective students from various regions and backgrounds. An equally active scholarship program provides that diversity is not inhibited by economic circumstances.

Governor Dummer Academy's location on the ancestral 600-acre Dummer farm, 30 miles north of Boston, offers students myriad opportunities. The Academy is linked to the ocean, five miles due east, by the Parker and Mill rivers that





border the campus. The surrounding forests, marshes and nearby Plum Island Wildlife Refuge provide both a natural laboratory for scientific exploration and numerous recreational possibilities.

The Academy's proximity to Boston, one of America's cultural centers, also contributes significantly to a GDA education. Teachers and students regularly make the 40-minute drive to Boston to attend the theatre, ballet, opera, symphony and other arts and entertainment events.







THE FACULTY



Since the time of Master Samuel Moody, the Academy's first schoolmaster, Governor Dummer Academy has maintained and nurtured a tradition of excellence among its faculty members. That tradition comprises three integral parts that all adhere to exceptionally high standards: academics, personal integrity and generosity of spirit.

Diverse in their talents and varied in their interests, the 62 men and women of the GDA faculty perform a variety of roles. In addition to being classroom instructors, they are dormitory parents, coaches and advisors. In a larger sense, they are leaders in this community of learners — the guides, mentors and advocates, dedicated to

the advancement of Governor Dummer's students.

Just as Governor Dummer Academy strives to challenge its students intellectually, it likewise challenges its faculty members to continue and expand their educations — a practice that both enhances GDA academically and sets a positive example for students. Thirty-four master teachers currently hold advanced degrees; most, with the Academy's support and encouragement, are pursuing further studies in their areas of expertise.

The master teacher's commitment to GDA students does not end at the close of the academic and athletic schedules each day. Because 80 percent of the faculty members live in the dormitories and nearby faculty housing, they remain constantly available to their students and advisees. This constant presence, central to the GDA master teacher tradition, fosters the Academy's strong sense of community.

Governor Dummer Academy is dedicated to maintaining — and continuing to build — its fine faculty. Recognizing that the task of attracting top men and women requires GDA to compete with other highly regarded institutions, the Academy's trustees, during the past decade, have constructed a dozen new faculty homes and apartments. Moreover, they have created three new faculty chairs and allocated more than \$5 million from the Academy's recently completed capital campaign for the enhancement of faculty salaries.

"Your teachers don't stop teaching you when you leave the classroom. They become a real part of your life at GDA. For example, my economics teacher is my academic advisor, coach, dorm master and, above all, my friend."

Michael Yeagley '90

Faculty

Peter W. Bragdon

Headmaster

Harvard College 1959, B.A.
Harvard Graduate School of Education
1960, M.A.T.
Appointed July, 1983

Robert E. Anderson

Associate Director of Athletics

Biology

Kenyon College 1956, A.B.
Appointed September, 1957

Richard N. Leavitt

Mathematics

Amherst College 1964, A.B.
Bowdoin College 1971, M.A.
Appointed September, 1964

Pierre N. Baratelli

Department Chair, Languages;

French; Director of Humanities Program

University of Colorado 1956, B.A.
1959, M.A.; University of Dijon
University of Texas
Appointed September 1967



Michael A. Moonves

Director of Admissions

Trinity College 1966, B.A.
Appointed September, 1969

Alexander W. White

Spanish

Trinity College 1967, B.A.
New York University 1972, M.A.
Appointed, September, 1971

David S. Abusamra

French, Spanish

Holy Cross College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Laurel E. Abusamra

French

Hollins College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Katherine K. Guy

French, Spanish

Oberlin College 1971, B.A.
Tufts University 1978, M.A.
Appointed September, 1977

Edward J. Rybicki

English

Salem State College 1971, B.S.
Salem State College 1980, M.A.T.
Appointed September, 1977

Stephen C. Metz

Department Chair, Science; Chemistry

Trinity College 1972, B.S.
Boston University 1976, M.A.
Appointed September, 1978

Christopher D. Stowens

Department Chair, Arts

Colgate University 1972, B.A.
New England Conservatory of Music 1979, M.A.
Appointed September, 1978

Albert T. Finn, Jr.

English

Dartmouth College 1975, A.B.
University of London, 1974
University of Michigan 1977, M.A.
Appointed September, 1979

Wallace H. Rowe, III

English

Princeton University 1953, B.A.
Harvard University 1956, M.A.T.
Trinity College 1965, M.A.
Appointed September, 1979

Robert H. Colgate

Mathematics

Gettysburg College 1969, B.A.
University of New Hampshire 1980, M.Ed.
Appointed September, 1980

David D. Moore

Physics, Science 2000

Northeastern University, 1966, A.B.
Clarkson College 1970, M.S.
Appointed September, 1980

Roberta W. Britton

Art

University of Colorado 1959, B.A.
Goddard College 1974, M.S.
Appointed September, 1982
Leave of Absence, 1991-93

Lynda F. Bromley

Dean of Students

University of Vermont 1969, B.A.
Appointed September, 1983

Lawrence T. Piatelli

Assistant Headmaster, History

Harvard University 1975, B.A.
Boston University 1976, M.Ed.
Appointed September, 1984

Elizabeth A. Ruhl

Counselor, History

Gordon College 1978, B.A.
Northeastern University 1979, M.Ed.
Appointed September, 1984

Michael H. Karin, Jr.

Mathematics

Bates College 1985, B.S.
Appointed September, 1985

A. John Seufert, Jr.

German

Boston College 1973, B.A.
Tufts University 1981, M.A.
Appointed September, 1985

Paul H. Wann

English, Drama

University of Minnesota 1971, B.A.
Tufts University 1974, M.A.
Appointed September, 1985

Janet E. Adams-Wall

Director of College Counseling

Washington State University 1975, B.A.
University of Southern Maine 1980, M.S.
Appointed September, 1986

Susan L. Childs

Biology, Ecology, Science 2000

University of New Hampshire 1986, B.S.
Appointed September, 1987

Perry D. Nelson

History

Williams College 1979, B.A.
Harvard University 1987, M.Ed.
Appointed September, 1987



Irina Okula

Art

Frontbonne College 1966, B.A.
Southern Illinois University 1971, M.F.A.
Appointed September, 1987

Elaine B. White

Department Chair, English

Bates College 1986, B.A.
Middlebury College 1992, M.A.
Appointed September, 1988

Richard H. Searles

English

Dartmouth College 1974, A.B.
University of Iowa 1977, M.A.
Appointed September, 1988

Kelly Eaton

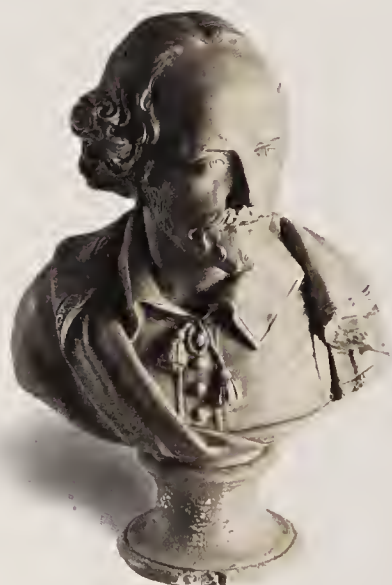
Physical Education, Athletic Trainer

University of New Hampshire 1988, B.S.
Appointed September, 1987

Brian P. Lenane

Academic Dean

Franklin and Marshall College 1976, B.A.
Wharton School of Business 1978, M.B.A.
Harvard University 1992, C.A.S.
Appointed September, 1989



Susan C. Lenane

Mathematics

Franklin and Marshall College 1977, B.A.
Appointed September, 1989

Paul M. Sullivan

Mathematics

University of Notre Dame 1973, B.B.A.
Northern Arizona University 1981, M.A.
University of Georgia 1990, E.D.D.
Appointed September, 1989

David J. Van Ness

Mathematics

Trenton State College 1969, B.A.
Trenton State College 1970, M.A.
Appointed September, 1989

John B. Nichols

Music

Ithaca College 1971, B.Mus.Ed.
Indiana University 1972, M.M.
Appointed September, 1989

Susan R. Perry

Director of Athletics, Biology

American University 1985, B.S.
Arizona State University 1988, M.S.
Appointed January, 1990

Richard R. Savage

Business Manager

Boston College 1965, B.S.
Appointed March, 1990

Leonard S. Ceglarski, Jr.

History, Weekend Coordinator

Middlebury College 1977, B.A.
Appointed August, 1990

David L. Bergmann

Director of Communications

Boston University, 1974, B.S.
Appointed August, 1990

Barry L. Graham

Assistant to the Dean of Students

University of Massachusetts 1980, B.S.
Appointed September, 1990

Sally C. Jarrett

English

University of New Hampshire 1985, B.A.
Appointed September, 1990

Kristin S. Vogel

History

St. Lawrence University 1989, B.A.
Appointed September, 1990

David R. Gosse

Mathematics

Bowdoin College 1958, A.B.
Wesleyan University 1966, M.A.L.S.
University of Michigan
Boston University
Appointed September, 1990

John M. MacGregor

Chemistry, Marine Biology, Science 2000

Dartmouth College 1988, B.A.
Appointed September, 1990

Jeffrey P. Kelly

Latin

Haverford College 1989, B.A.

Appointed January, 1991

Fontaine C. Bradley

Chemistry

Tufts University 1973, B.S.

University of New Hampshire 1984 Ph.D.

Appointed September, 1991

Ila Prouty

Art

Brown University 1991, B.A.

Appointed September, 1991



Sara Bayard Southam

Biology, Chemistry, Science 2000

Dartmouth College 1987, B.A.

Harvard Graduate School of Education 1991, Ed.M.

Appointed September, 1991

Karen A. Bouffard

Physics, Science 2000

Duquesne University 1968, B.A.

Harvard University

University of Massachusetts

Appointed September, 1991

Jeffrey S. Wotton

Athletic Trainer

University of New Hampshire 1991, B.S.

Appointed September, 1991

William F. Quigley, Jr.

Department Chairman, History

Middlebury College 1978, B.A.

Appointed September, 1992



Cynthia Duff Gofman

History

Smith College 1978, A. B.

University of Virginia 1986, M.A.

Appointed September, 1992

Karen E. McGinley

Director of Development

Wheaton College 1983, B.A.

Appointed September, 1992

Keith E. Cassell

Associate Director of Admissions

and Director of Financial Aid

Hobart College 1982, B.A.

Appointed September, 1992

Heather A. Hyslop

Associate Director of Admissions

Carlton College 1988, B.A.

University of Massachusetts 1992, M.Ed.

Appointed September, 1992

David Oxtan

Photography

Boston University, School of Fine Arts

Massachusetts College of Art

Appointed September, 1992

Janet Epstein, R.N.

Health Education Instructor

Northeastern University 1973, A.S.

Appointed September, 1992

Kara R. Moheban '88

History, Assistant in Admissions

Boston College 1992, B.A.

Appointed September, 1992



ACADEMICS



Governor Dummer's academic program reflects the Academy's emphasis on providing both the substance and structure to prepare students for college. The Academy's core curriculum equips students with a solid liberal arts education in classes that consist of approximately 12 students each. In addition, GDA offers a variety of collateral courses designed to spark and satisfy students' interests. (A full listing of courses is included in this catalog.)

At Governor Dummer Academy, the emphasis is on teaching students, rather than merely teaching subjects. This educational model, which values each student's comprehension, is supported by a recent, intensive, two-year study by the Academy's Square One Committee. The

Committee's report includes a re-assertion of GDA's long-held belief that mastery takes precedence over coverage in the classroom. Class periods, therefore are 60 and 90 minutes to allow for greater subject mastery, collaborative learning and individualized instruction.

Classes meet Mondays, Wednesdays and Fridays or Tuesdays and Thursdays to compensate for the longer class periods. Combined with the Academy's longstanding tradition of close student-faculty relationships, this program enhances learning at GDA while preparing students for their transitions to college life, in which self-reliance is essential.

The Committee's research shows that students learn more readily when they are challenged, coached and allowed to discover facts through hands-on work in many

subjects. More emphasis, therefore, is placed on these methods at Governor Dummer.

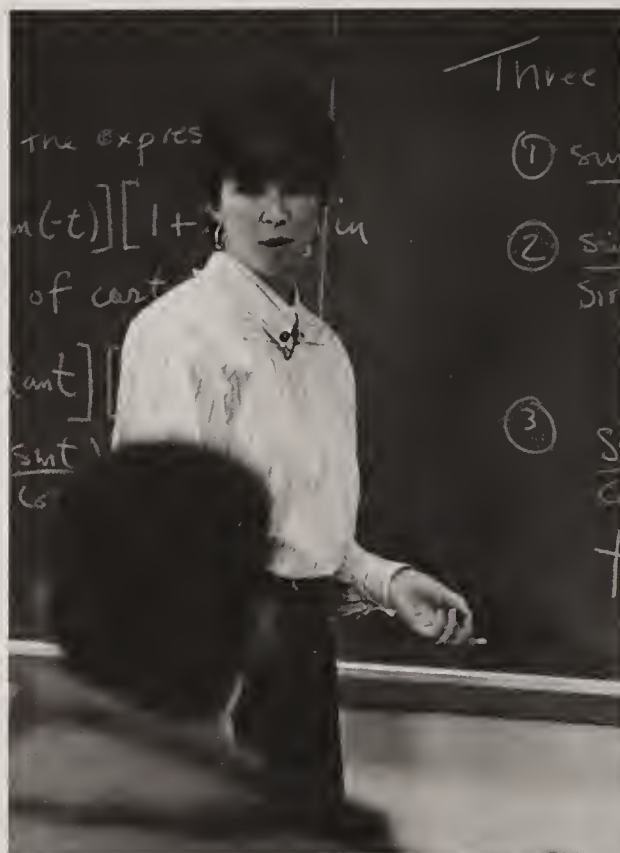
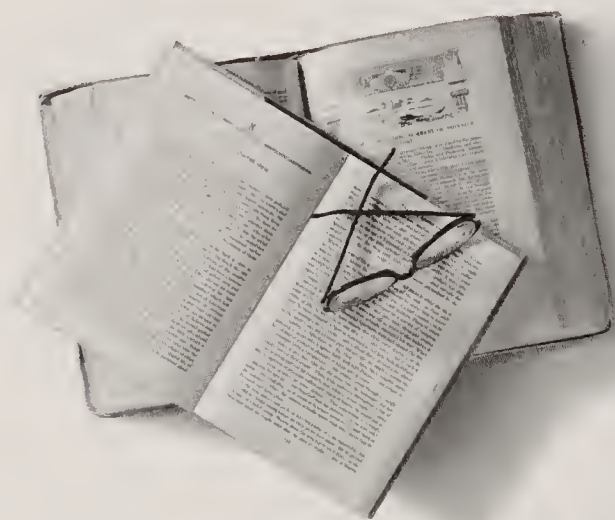
The Square One Committee, comprising six of GDA's most respected faculty members, was organized to examine the entire Academy program and recommend avenues for promoting greater academic excellence. Chaired by Academic Dean Brian Lenane, the committee includes Foreign Language Department Chairman Pierre Baratelli, science master teacher and



"The most important thing I learned at Governor Dummer Academy was the ability to convince, to persuade and to influence events, rather than be driven by them."

*Carl A. Pescosolido, Jr. '55
President, Board of Trustees*

Afternoon Activities Director Susan Perry, history master teacher and Counseling Director Elizabeth Ruhl, Science Department Chairman Stephen Metz and English and Drama master teacher Paul Wann. Their proposals, ratified by the faculty, administration and the Board of Trustees, coalesce the recent successes of the Academy's SCIENCE 2000, Collaborative Learning and Sophomore Writing programs.



Also unique to GDA's curriculum is the SCIENCE 2000 program, an interdisciplinary course developed jointly by the Academy and Tufts University. The program, required for all freshmen, exposes students to biology, chemistry and physics, with emphasis on laboratory work, environmental field work and computer literacy.

The Academy offers honors, accelerated and Advanced Placement courses in English, mathematics, U.S. history, studio art, French, German, Spanish and Latin. Successful completion of these courses often allows students to register for upper level college classes upon enrollment.

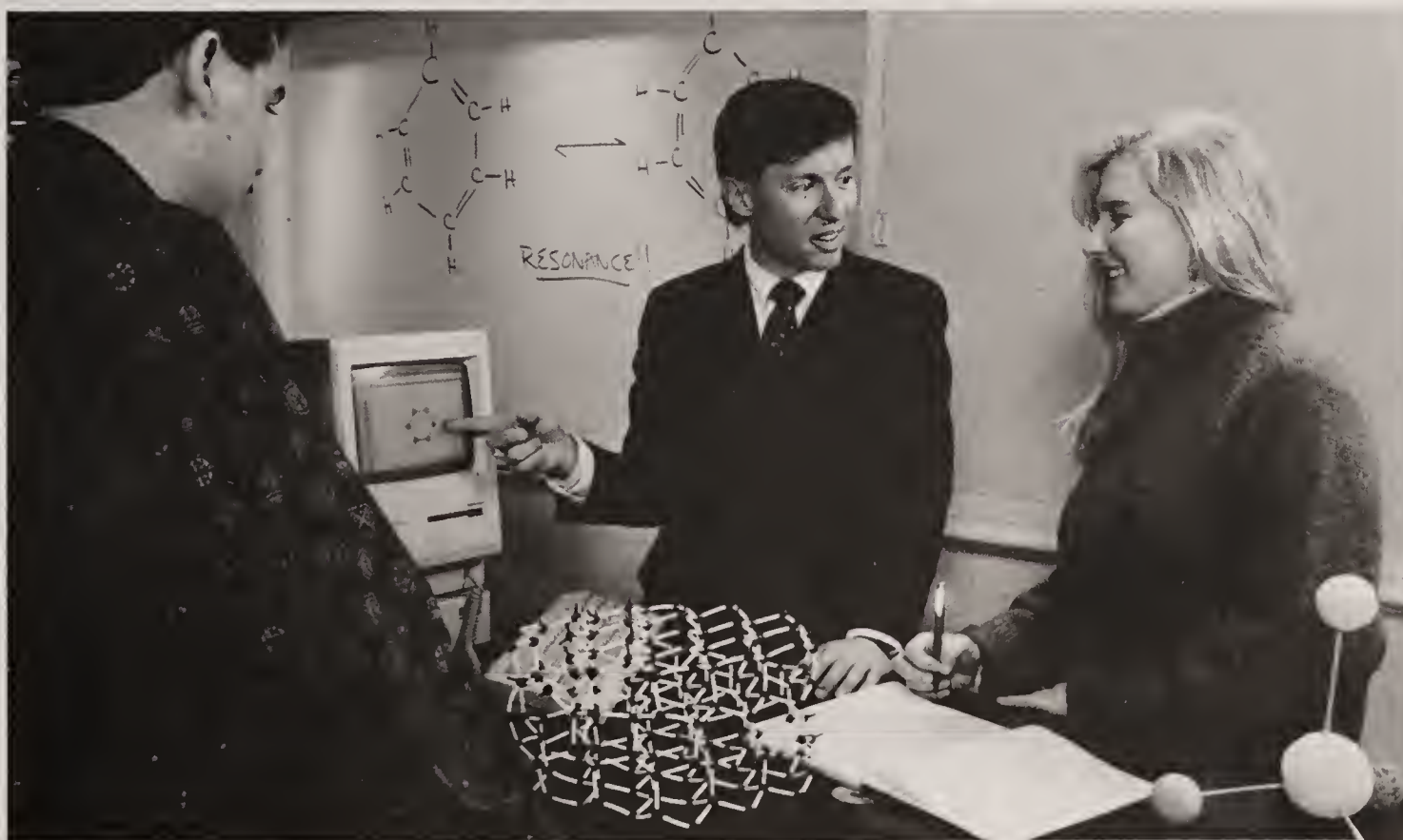
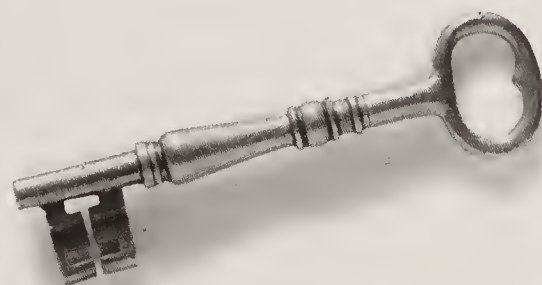




Each student normally carries five subjects – five major courses or four major courses and a one semester course. The course selection process is a joint effort that involves the student, his or her parents, advisor and the Academic Dean. Each student's strengths, abilities and needs are considered carefully to determine the best possible course of study for him or her.

Students must successfully complete the following core courses in order to receive a Governor Dummer Academy diploma:

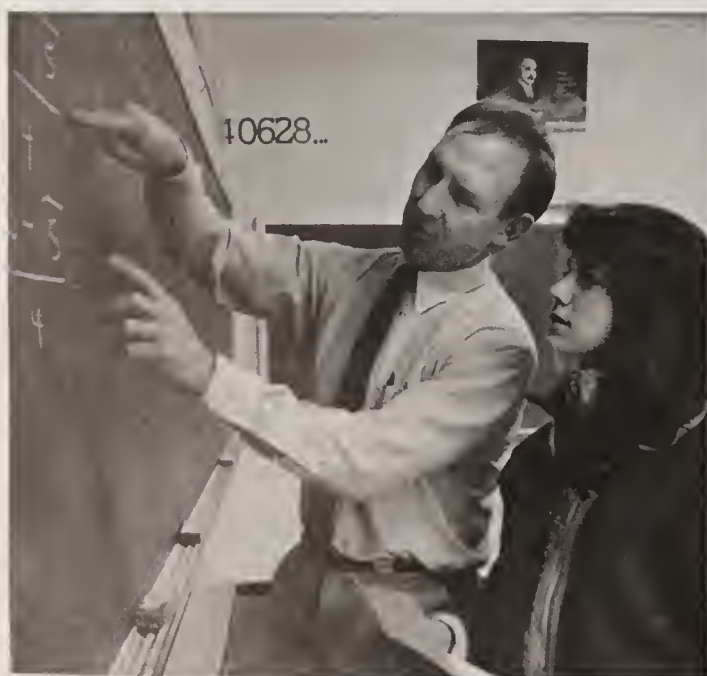
- four years of English
- three years of mathematics
- two years of a foreign language
- two years of history
- two years of science
- one year of Introductory Fine Arts
- a one semester fine arts course



At the conclusion of each of the school year's four quarters, academic advisors send students' grades and teachers' reports to parents. This close, personal attention to each student's academic, athletic and social progress ensures that individual requirements are met, and that potential weaknesses are prevented from becoming problems.

The Academic Dean publishes the names of students whose successful efforts have earned them the distinction of being on the honor roll and high honor roll. Since 1934, Governor Dummer Academy also has been a member of the Cum Laude Society, which is modeled on Phi Beta Kappa and recognizes true scholarship. Headmaster Peter W. Bragdon, president of the GDA chapter, inducts top ranking seniors into Cum Laude each year, based on their outstanding academic work.

The Academy's academic facilities are located in six classroom buildings. The Schumann Science Center houses lecture rooms, laboratories and the greenhouse for the study of biology, chemistry, physics and earth and marine science. The Academy's science computer facility is headquartered in nearby Noyes Library. Parsons



Schoolhouse is the locus of GDA's mathematics and foreign language departments, containing the Wang-Goodhue Computer Center, the language laboratory and classrooms. The history and English departments are centered in the Frost Building, which also contains GDA's 20,000-volume main library, microcomputer-based writing laboratory and Academy archives.

The Kaiser Visual Arts Center houses the Academy's photography lab and art and ceramics studios, in addition to the Carl Youngman Gallery, where student and professional work is displayed. The Thompson Performing Arts Center contains GDA's auditorium, music practice rooms, electronic music studio and studio/classroom for jazz band and music history and theory classes.





COLLEGE COUNSELING



The Academy has maintained its tradition of preparing students academically and socially for college for more than two centuries. During that time, the number, variety and geographical diversity of colleges attended by GDA graduates has increased dramatically.

In order to meet the highly specialized demands of college admissions, Governor Dummer Academy maintains a full-time office staffed by professionals well-versed in that field. The college counseling office is overseen by the Director of College Counseling, who works with students, parents and faculty advisors to evaluate individual academic progress and guide students toward their college and career goals.

Students have their first formal consultations with the Director in the junior year, when individual conferences are arranged for students and parents. After a careful assessment of the student's progress, the Director recommends consideration of several colleges and courses of study appropriate to the individual's needs and ambitions.

Several times during the year, the director meets with the entire junior class to discuss college admissions, plans and strategies. Each student is given a copy of GDA's College Counseling

Handbook, which describes the admissions process and answers students' questions about College Board Examinations, interviews, recommendations and related subjects. A College Day program, featuring a prominent college admissions officer as guest speaker, is presented for the benefit of students and their parents. Students also attend a college fair, where they meet with representatives from highly selective colleges, in the spring of their junior year.

In the fall of the senior year, students begin applying to the colleges they have selected. The Director guides the seniors through the completion of this process, remaining available for further consultation

to ensure that each student matriculates at a college that suits his or her specific needs.

More than 100 representatives of colleges and universities around the world visit the Academy annually to meet with Governor Dummer students and offer further admissions and curriculum guidance. GDA also maintains a college resource center that includes a computerized database offering information on colleges, occupations and financial aid. A laser network, providing videotaped views of more than 200 college campuses, compliments the Academy's extensive library of college catalogs and viewbooks.





THE ARTS



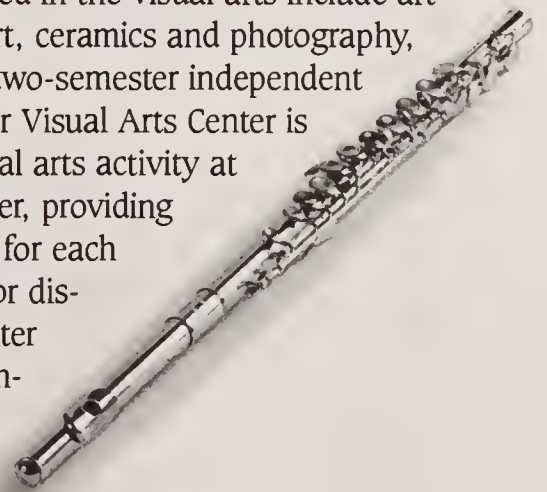
Governor Dummer Academy has long maintained that a thorough exposure to the arts is an essential part of a secondary education. The Academy offers a rich and diverse selection of courses in the visual and performing arts, including both required and optional studies.

All freshmen take a basic survey course, Introduction to the Fine Arts, which exposes

students to a different artistic discipline each quarter while stimulating their continued interest. An additional one semester arts course is required for graduation, although — with the Academy's encouragement — students often pursue further artistic interests on an extra-curricular basis.

In the field of performing arts, students may select among courses including music history and theory, electronic music and improvisation, as well as voice and dance, all taught by conservatory-trained instructors. A two-semester independent study in the performing arts also is offered for students demonstrating special interest. Several times during each academic year, the Academy hosts performances by GDA student groups including "The Big Wind" and "The Slight Breeze" jazz bands, the Academy Chorus and the Academy Chamber Ensemble. The Music Guild, a student-organized group, produces several additional concerts annually on campus.

Courses offered in the visual arts include art history, studio art, ceramics and photography, in addition to a two-semester independent study. The Kaiser Visual Arts Center is the heart of visual arts activity at Governor Dummer, providing separate studios for each of the three major disciplines. The center is staffed throughout the week and weekend so that students may continue to



"All freshmen take a basic survey course, Introduction to the Fine Arts, which exposes students to a different artistic discipline each quarter while stimulating their continued interest. An additional one semester arts course is required for graduation, although — with the Academy's encouragement — students often pursue further artistic interests on an extracurricular basis."



explore their talents during off-hours.

The Carl Youngman Gallery, located in the Kaiser Visual Arts Center, presents several student and professional exhibits each year for the instruction and enjoyment of both the GDA community and the public.

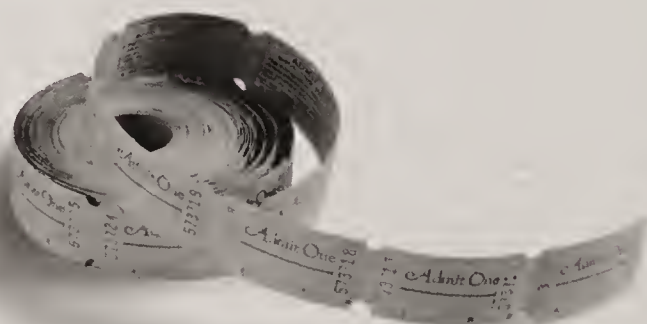
Energetic and talented thespians find expression at Governor Dummer through three major theatrical productions each year. Fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior who has demonstrated interest, ability and commitment to dramatics. Recent and acclaimed GDA productions have ranged from works by Shakespeare and Sartre to Neil Simon.

In recognition of the fact that dramatics provides important training in collaborative work — for actors and technical crew alike — participation in productions is offered as an alternative to



athletics in the Governor Dummer Afternoon Activities Program.

GDA students also pursue their dramatic interests off-campus, through working with local professional groups including The Theatre of Newburyport and the Children's Theatre-in-Residence at Maudslay State Park. They may also attend professional performances in Boston on a regular basis.







ATHLETICS AND AFTERNOON ACTIVITIES



Afternoons at Governor Dummer Academy are reserved for activities that take place outside the classroom, but are nonetheless integral to the complete GDA education.

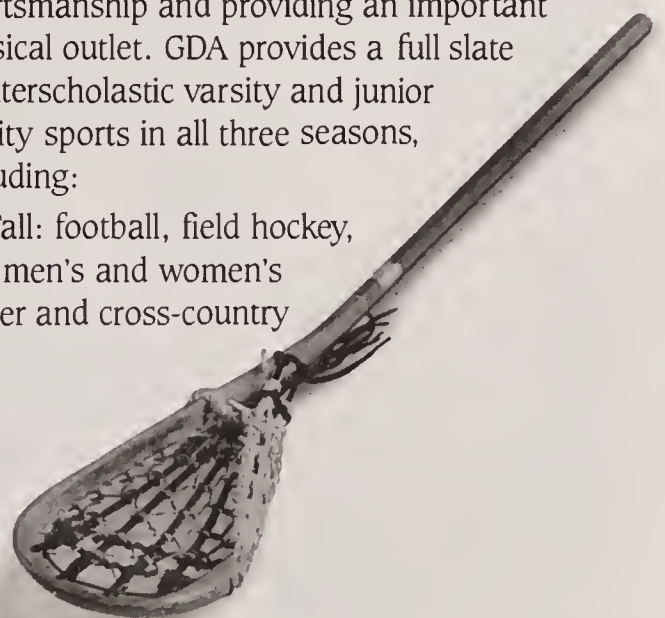
Governor Dummer offers a wide range of afternoon activities that exposes every student to athletics, dramatics, dance and community service. All students are required to participate in the afternoon program, which is designed to allow each student to experience and excel in his or her own areas of interest. The availability of options is related to each student's class level.

While the general areas of activity differ widely from one another, there is an important element that they share: all teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school.

Athletics

The Academy has long maintained a belief in the value of competitive team sports, which instill confidence and promote fitness while teaching sportsmanship and providing an important physical outlet. GDA provides a full slate of interscholastic varsity and junior varsity sports in all three seasons, including:

Fall: football, field hockey, and men's and women's soccer and cross-country



"While the three general areas of activity differ widely from one another, there is an important element that they share: all teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school."

Winter: wrestling, volleyball, and men's and women's basketball and hockey

Spring: baseball and men's and women's lacrosse, track, tennis and golf

In addition, GDA offers club skiing in the winter.

Among the Academy's athletic facilities are the new 48,000-square-foot Carl A. Pescosolido, Jr. field house, featuring tennis, volleyball and basketball courts and a running track; Alumni Gymnasium, with its "Eagle" fitness center, training room, dance studio, wrestling room and locker rooms; the Murphy-Frost Area, housing an indoor ice hockey rink, tennis courts and dressing rooms; and hundreds of acres of playing fields, including cross-country courses, tennis courts and a nine-hole golf course.

The "Governors" are coached by faculty members who engender enthusiastic sportsmanship among team members on the playing fields and pride among their schoolmates cheering from the sidelines.

Dramatics

Like athletics, the production of the Academy's three major dramatic productions each year cultivates students' collaborative skills. The dramatics program, therefore, is offered as an alter-





native to certain athletics requirements.

The Academy Players' fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior class member selected for his or her interest, ability and commitment to dramatics. The group's recent productions have included everything from classic tragedy to modern comedy.

Every member of the production team takes on several responsibilities, ranging from acting and building sets to creating programs and selling tickets; all make equal contributions dictated by interest, ability and willingness to work.

Community Service

Consistent with the Academy's motto "Non sibi sed aliis" ("Not for self but for others"), GDA maintains a unique Community Service program that allows both the students and residents of the surrounding area to reap the benefits of volunteerism.

Faculty organizers oversee the program that has placed Academy student volunteers in activities ranging from tutoring homeless youths to reading to the elderly and teaching handicapped children. At the conclusion of the term, students prepare individual reports on their projects, which are reviewed by the Director of Community Service.

Offered as an afternoon activity and cited as a graduation requirement for all students, the Community Service program is among the most highly regarded programs at Governor Dummer Academy.

Dance

The Academy's dance program, offered during the winter term, provides a popular





afternoon activity that teaches coordination, kinesthetic awareness and expression as well as cooperation.

Participants in the co-educational program, which is directed by a professional instructor, practice daily in the Alumni Gymnasium dance studio. Their season is culminated with a modern dance recital performed for the GDA community in the Thompson Performing Arts Center.

Special Activity Term

Juniors and seniors may pursue self-directed projects during two of the three seasons in lieu of athletics. Like the athletic and Community Service programs, special term activities are designed to involve students for the duration of an entire season.

These special activities, which have included environmental studies on the nearby Parker River, a study of leadership development and various artistic endeavors, are selected before the start of each season by students who have researched and prepared detailed proposals.

Students involved in the program meet weekly with faculty advisors and maintain detailed journals on their projects. The Director of the Afternoon Activities program later reviews students' final reports, which detail the results of their work. A positive evaluation is required for graduation.







LIFE IN THE GDA COMMUNITY



Attending Governor Dummer Academy means becoming a member of a close-knit community of students and faculty members who share activities ranging from breakfast to evening study hall each day.

The Academy community operates on a seven-day schedule and places a high priority on participation and achievement by all of its

members. Successful boarding and day students learn to manage their time and plan weekdays and weekends to allow adequate time for academics, extracurricular interests and leisure activities.

The entire school convenes each day at 7:45 a.m. for announcements, presentations and acknowledgments at Morning Meeting. On Wednesday mornings, the community meets in the Moseley Chapel for a brief talk by a student, faculty member or guest speaker. Rather than a worship service, this is a time for the sharing of ideas, feelings and beliefs.

The academic day begins at 8 a.m. and continues until 3:05 p.m. The academic schedule is shortened on Wednesday afternoons to accommodate athletic contests and other Afternoon Activities programs.

After dinner each evening, there is a two-hour activity period in which many of the Academy's clubs and organizations hold regular meetings. The library and arts and computer facilities are all open during this time so that students may



"Students in all grade levels who are interested in taking on leadership roles find ample opportunity within the Governor Dummer community. The Academy runs on the commitment, energy and example set by student leaders who are Community Council and Student Union officers, dormitory and library proctors, editors of the yearbook, newspaper and literary magazine and chairs of clubs and organizations."

work or explore personal interests.

A two-hour evening study hall, with quiet hours starting at 7:30 p.m., follows the activity period Sunday through Friday. Students work at their desks in their dormitories under the supervision of dormitory parents and student proctors. Bed times are determined by grade level.

Weekend activities spring naturally from the interests and desires of the people who make up the Governor Dummer Community. Throughout the year there are various compulsory and optional academic, social, cultural and athletic events on campus. On Friday evenings, students often attend the theatre and symphony in Boston, fulfilling their GDA Humanities requirements. Other students may remain on campus to enjoy a concert, play, film, lecture or other presentation. Several times each year the Carl Youngman Gallery in the Academy's Kaiser Visual Arts Center hosts Friday night receptions for new art exhibits.

Regular academic classes are not held on Saturday mornings at GDA in order to provide "hands-on" time for special interests. The photography lab and ceramic and art studios are open then, as are music rooms, wood and metal shop and the Academy's computer facilities. Drivers' education and typing classes are available at those times. Students also may choose to take GDA shuttle vans to nearby Newburyport.

Most students spend Saturday afternoons participating in or viewing the Academy's athletic contests, held both on campus and at other New England schools. Saturday night activities are planned by the students' Social Committee, and regularly include dances, films, plays and talent shows.

Among Governor Dummer's unique traditions is the Saturday night open house at the headmaster's residence. Headmaster and Mrs. Bragdon open the historic 1713 Mansion House to the entire GDA community for ping pong and



pool in the basement, chess and Trivial Pursuit in front of the living room fireplace, an old movie on video in the study and pizza, ice cream and conversation around the kitchen table.

Sundays at Governor Dummer Academy have less formal structure than other days, and students spend their time alternately relaxing, pursuing personal interests and preparing schoolwork for the week. Faculty members routinely use Sundays to take students on informal trips to Boston, New England ski areas and other nearby points of interest. The master teachers also drive students to local religious services of various denominations.

Boarding students discover that life in the dormitory provides an additional avenue for personal growth. Dormitories become second homes, places where students and faculty members from diverse backgrounds share friendships that evolve naturally from living closely and cooperatively. Students derive a new appreciation for trust, responsibility and respect through the dormitory experience, which also is extended to day students who wish to spend occasional weekend nights at GDA.





Students in all grade levels who are interested in taking on leadership roles find ample opportunity within the Governor Dummer community. The Academy runs on the commitment, energy and example set by student leaders who are Community Council and Student Union officers, dormitory and library proctors, editors of the yearbook, newspaper and literary magazine and chairs of clubs and organizations. Among the clubs and organizations at GDA are:

The Academy Singers

Amnesty International

Art Club

Chapel and Convocation Committee

Community Council

Community Service

Computer Club

Cum Laude Society

Debating Club

Drama Club

Food Committee

French Building Proctors

French Building Committee

French Club

Friday Evening Program

German Club

The Governor (newspaper)

Governor Dummer Academy Honor Society

Governor's Brass Quartet

International Club

Jewish Fellowship

The Milestone (yearbook)

Peer Tutoring Club

Photography Club

Red Key

Ski Club

Smith & Company Dancers

Social Committee

Spanish Club

The Spire (literary magazine)

Thespian Society

Tour Guides



Rules at Governor Dummer, as in any society of individuals with diverse interests, are vital to the effective functioning of the community. Students learn that their adherence to the community's rules determines the climate and tone of their school. Of the six major school rules, paramount at GDA is the honesty rule, which demands complete integrity in all matters, personal, academic and social. The other major rules, governing more specific conduct, carry significant weight; transgression of any of these can lead to dismissal from the Academy. These and other specific regulations are detailed in the Student Handbook, which every GDA student receives.





ADMISSIONS



The successful Governor Dummer Academy applicant is a highly motivated student who has demonstrated ability, promise and character – a student who will both gain from the GDA experience and contribute to it.

The Admissions Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement and impressions from the personal GDA interview which is suggested for all applicants.

While most new students enter Governor Dummer in the freshman and sophomore years, a few places open each year in the junior class.

In accordance with the Academy's view that cultural diversity is a cornerstone of a thorough education, Governor Dummer encourages students from all backgrounds and areas to apply for admission. Similarly, the Academy does not set geographic limits for the admission of day students; GDA does not, however, provide daily transportation.

In order to be considered for admission, applicants should fulfill the following requirements:

1. The candidate should contact the Academy in the fall or early winter of the year prior to that which he or she wishes to enter. A personal interview and tour of the GDA campus should be made at that time. If distance makes a visit impractical, the Admissions Office may arrange for an Academy representative to meet the student nearer his or her home. We

recommend that appointments be scheduled during the academic day, but are glad to make other arrangements when parent and student schedules make this impossible.

2. The candidate must take the Secondary School Admission Test (SSAT), administered at centers throughout the world. Registration forms and additional information may be obtained through the Academy or from the Educational Testing Service, Box 922, Princeton, NJ 08540. The Academy recommends that the candidate take the December or January SSAT. Governor Dummer also will accept the Independent School Entrance Examination offered by the Educational Records Bureau in Wellesley, MA (telephone 617/235-8920).

3. The candidate, his family and school must complete all application forms. The application included in this catalog should be returned to the Academy as soon as possible with a \$30 fee. The remaining forms, which will sent by return mail, include a student questionnaire, a request for school records, English and mathematics teachers' recommendations and a personal recommendation. The filing deadline for these forms and the application is February 1. Governor Dummer Academy will notify candidates of admissions decisions on March 10. Parents of those admitted are to respond to the Academy no later than April 10.

4. Candidates applying for financial aid in the form of grants and loans must meet the requirements of financial need, character and academic potential. If need is indicated on the final application for admission, parents are asked to complete a School Scholarship Service form, which should be returned by February 1. If the candidate's parents are separated or divorced, both parents must supply financial information. Scholarship aid is awarded to approximately 20 percent of the student body annually without regard for race, color, religious belief or national or ethnic origin.



Endowed Scholarship Funds

Governor Dummer Academy awards more than \$900,000 annually in scholarships to deserving students, based upon demonstrated ability and need. Among the Academy's endowed scholarship funds are the following:

[Governor Dummer Academy's scholarships are made possible through gifts from alumni and friends, operating funds and by income from the following endowed funds established through the years:]

The Charles Z. Abuza Memorial Scholarship

Established in 1988 by his family and friends in memory of this alumnus, Class of '53

The George I. Alden Scholarship

Established in 1989 by the George I. Alden Trust of Worcester, Massachusetts and alumni

The Alumni Scholarship Fund

Established and supported by Governor Dummer Academy alumni to provide financial aid to deserving students

The Francis R. Appleton Fund

Established in 1909 by Francis R. Appleton

The Col. Harold H. Audet Scholarship Fund

Established in 1989 by Dr. Harold H. Audet '38 for a "day boy" from Newburyport, Massachusetts

The James Barriskill Fund

Established in 1960 in memory of the former Governor Dummer Academy master teacher (1949-1960)

The William L. Brian III Memorial Scholarship Fund

Established in 1990 by his family and classmates in honor of this alumnus, Class of '59

The David Knowles Chilton Memorial Scholarship Fund

Established in 1986 by Mr. and Mrs. Herman Chilton in memory of their son, awarded to a student "who best demonstrates the high principles of Governor Dummer Academy"

The Edmund Coffin Coleman Scholarship Fund

Established in 1939 through the will of Elizabeth Tappan to provide aid for scholarship

The Corning Fund

Established in 1989 by Nathan E. Corning to provide financial assistance to the children of Governor Dummer Academy staff

The Cummings Scholarship Fund

Established in 1948 by Mrs. Fred T. Cummings in memory of her husband and in honor of their son Allen H. Cummings '48

The Richard Little Dodge Fund

Established in 1940 in memory of this alumnus by his family

The Edward W. Eames Scholarship Fund

Established in 1975 in tribute to the headmaster who led the Academy for 29 years

The Eastman Fund

Established in 1983 by the bequest of Elizabeth Eastman Hall in memory of her nephews Roger Kimball Eastman, Jr. and Charles Bond Warner Eastman

The Vida F. Ellison Scholarship

Established in 1989 by William G. Griffith '37 and John E. Griffith '40 for a student from Colorado or Wyoming

The Ellsworth Family Scholarship Fund

Established in 1990 by David H. Ellsworth '48 in honor of his family

The G. Heberton Evans III Memorial Scholarship Fund

Established in 1985 in memory of the teacher, coach and dorm parent of 34 years

The Richard Hawkes Francis Scholarship Fund

Established in 1930 in memory of this alumnus by his family

The Friend Family Scholarship Fund

Established in 1987 by trustee Mirick Friend '59 and family in memory of his father Robert A. Friend

The William Pinkham Gove Scholarship Fund

Established in 1926 by his wife and son

The Joanna Grugeon Scholarship Fund

Established in 1990 by her family, faculty and friends in memory of this Governor Dummer Academy master teacher

The Carl D. Hale Scholarship Fund

Established in 1970 through the will of Grace Hale in memory of her husband, to provide financial aid

The Janet G. Higgins Memorial Scholarship Fund

Established in 1976 in her memory by her family and friends

The Bernard K. Holdsworth Scholarship Fund

Established in 1987 by Clifford Holdsworth in memory of his son, a member of the Class of '44

The Henry Hornblower Fund

Established in 1987 by trustee Nathan N. Withington '58 in honor of Boston businessman Henry Hornblower

The Ingham Scholarship Fund

Established in 1927 by the family of the late Samuel Kellogg Ingham, whose son Dr. Charles C. Ingham became the 22nd headmaster of Governor Dummer Academy

The E. Randall Jackson Memorial Fund

Established in 1966 by the bequest of his wife Lillian A. Jackson, to benefit a young person from Danvers, Massachusetts

The Christian A. Johnson Endeavor Foundation Scholarship Fund

Established in 1982 to enable a worthy student to attend an independent school

The George Laite Scholarship Fund

Established in memory of this alumnus from the Class of '31 by his family

The Leary Family Scholarship Fund

Established in 1989 by Jack ('48) and Mary Leary and their children, '79 '81 '82 '84 '85, to benefit a student from Newburyport, Massachusetts, demonstrating a strong personal character and financial need

The Barry Nelson Lougee Scholarship Fund

Established in 1989 to honor this alumnus of the Class of '51 by his classmates and family

The Burton Machinist Scholarship Fund

Established in 1987 by his family to honor this Class of '36 graduate

The David Macomber Scholarship Fund

Established in 1978 in his memory by his family and the class of 1957

The Montrone Family Scholarship Fund

Established in 1988 by Mr. and Mrs. Paul Montrone P'82 '87 to benefit a deserving student from the New Hampshire seacoast area

The C.W. & L.W. Morse Scholarship Fund

Established in 1988 by the Morse family in honor of Charles W. and Louise H. Morse of Newburyport, Massachusetts, given by their sons and grandsons, seven alumni of the Academy

The Howard J. Navins Scholarship Fund

Established in 1988 by a former student and alumni in honor of this teacher, coach and master teacher of 41 years to recognize courage and high personal standards

The Edward Parish Noyes Fund

Established in 1915 in memory of the former student (class of 1873) and trustee (1895-1913) by Joseph Lee of Boston

The Ben Pearson Scholarship Fund

Established in 1988 by Benjamin Pearson IX '44 and Anne Pearson of Byfield in honor of a five-generation relationship with Governor Dummer Academy

The Reader's Digest Endowed Scholarship Fund

Established in 1981 by the Reader's Digest in honor of DeWitt Wallace, its founder

The Revere Scholarship Charitable Trust

Established in 1982 by Howard Zuker '57 for deserving students from Revere, Massachusetts

The 1763 Scholarship Fund

Established in 1946 by the Alumni Association

The Arthur W. Sager Scholarship Fund

Established in 1987 by his friend C. Thomas Tenney '39, to benefit deserving students from the state of Maine

The Ellsworth H. Sherin Memorial Scholarship Fund

Established in 1985 by his children and employees

The Grace S. Tisdale Memorial Scholarship Fund

Established in 1981 by Mr. and Mrs. Arthur Buettner of Auburn, Maine, in memory of Mrs. Buettner's mother

The Richard Tucker Fund

Established in 1930 in his memory by family and friends

The Asa Wilson Waters Fund

Established in 1930 by her bequest in honor of her son and grandson

The Timothy Rogers Whittemore Fund

Established in 1963 in his memory, by his sophomore classmates

The Thomas N. Willins Scholarship Fund

Established in 1990 and given in memory of his father by Thomas N. Willins, Jr., Class of '33

The Nathan N. Withington Scholarship Fund

Established in 1990 by a classmate in honor of this alumnus and trustee, Class of '58

The John Young Scholarship Fund

Established in 1943 by Dr. John Young

Guidance and Health Care

Governor Dummer Academy recognizes that students' needs sometimes encompass more than academics, athletics and extracurricular activities. The Academy therefore maintains a broad support system that encourages students to share their personal issues with their teachers, dormitory parents, peers and advisors in an atmosphere of warmth and confidentiality.

As advisors, GDA faculty members are mentors, confidants and advocates who make themselves available to all students. In addition to the formal advisor system, under which students and faculty members meet regularly, students may find help through the Academy's Counseling Group, which is composed of several experienced and trained faculty members led by the Director of Counseling.

Governor Dummer's Big Brother/Big Sister Program forges important links among peers and assists incoming students in adjusting to their new environment. Senior dormitory proctors, chosen for their responsibility, sensitivity and generosity, also help in guiding students through the inevitable conflicts of adolescence.

The Director also conducts regular seminars in human relations and sexuality, drug and alcohol abuse, divorce and eating disorders.

The Academy also maintains the Duncan Health Center,

which is staffed by registered nurses 24 hours each day, to meet students' medical needs. The 12-bed facility permits initial evaluation of health questions at all times.

The school doctor makes regularly scheduled visits to the Academy three days a week for problems that do not require emergency care, and is available at all other times. If conditions require further attention, students are taken to the Anna Jaques Hospital in nearby Newburyport.



Special Faculty

Fontaine Dollas-Dubus
Dance

Janet Epstein, R.N.
Health Education Coordinator

Mary Ellen Karin
Dormitory, Coaching

Jane Piatelli
Dormitory

John Vogel
Dormitory

Jeffery Wotton
Athletic Trainer Intern

Special Staff

Mary Brown
Advisor, Minority Students

Peggy Childs
Tutor

Robert Corthell
Driver's Education

Kathy Ells
Tutor

Dr. Sharman Gingrich
School Physician

Barbara Hart, R.N.
Nurse

Joanna Hallisey
Assistant to the Librarian

Josiane Lubenec, R.N.
Assistant Head Nurse

Amy F. Mack '87
*Assistant Director of
Communications*

Meg Miller
Tutor

Mary Jane Olney
Tutor

Ann Panas
Tutor

Elizabeth Pasko
Mathematics Tutor

Nancy Perkins
Typing

Barbara Prussman, R.N.
Nurse

Carol Rowe
Tutor

Isaiah Suggs, Jr. '78
Advisor, Minority Student Union

David Weigel
Director of Food Service

George V. Weston
Tutor

Staff

Mark Bernier
Food Service

Deborah Bolton
Buildings and Grounds

Cathy Ceglarski
Secretary, Admissions Office

Anita Ceven-Leonard
Receptionist

Robert Chouinard
Buildings and Grounds

Peter Courtney
Buildings and Grounds

Roger Cummings
Buildings and Grounds

Sandra Dasho
Secretary, Academic Office

Joyce Dixon
Food Service

Charlene Dow
Food Service

Alan Drisko
Buildings and Grounds

Irene P. Freeman
*Administrative Assistant to the
Headmaster and to the Assistant
Headmaster*

David Gaouette
Buildings and Grounds

Nancy Haug
Food Service

Britt Howes
Secretary, Main Office

Mel Huberdean
Buildings and Grounds

Sam Jensen
Buildings and Grounds

Sandra Keyes
*Office Manager,
Development Office*

H. Lester Kirkpatrick
*Superintendent, Building
and Grounds*

Elaine Krol
Bookkeeper

Patricia LeBuff
*Assistant to the Bookstore
Manager*

Elizabeth Marshall
Buildings and Grounds

Helen MacBurnie
Food Service

Patrick Melican
Buildings and Grounds

Jennifer L. McAskill
Secretary, Development Office

Deborah McCarthy
Secretary, Athletic Office

Marilyn McKeen
Food Service

Judith McKinney
Registrar

Pam Newcombe
Secretary, Athletic Office

Charlene F. Patten
Assistant to the Business Manager

Madeline Power
Food Service

Lucille Roaf
Bookstore Manager

Stephanie Roaf
Food Service

Bruce Rogers
Buildings and Grounds

Joan C. Ryan
Secretary, Admissions Office

Carolyn Sargent
Food Service

Susan T. Savage
Secretary, College Office

Janet Short
Receptionist

Hildegard Stromski
Receptionist

Erin Silvia
Food Service

Patricia Thomas
Bookkeeper

Susan True
Receptionist

Robin Winsor
Bursar

Chris Zalewski
Buildings and Grounds

Alumni Council

*John S. Mercer '64, President
Amesbury, Massachusetts*

*Abigail Woodbury '79, Secretary/Treasurer
Brookline, Massachusetts*

*Peter Sherin '59, Past President
Boston, Massachusetts*

*Kathryn A. O'Leary '81
Charlestown, Massachusetts*

*Arthur H. Veasey, III '68
Haverhill, Massachusetts*

*Benjamin B. Brewster '43
Plymouth, Massachusetts*

*George L. Richards, III '77
South Natick, Massachusetts*

*Peter F. Richardson '75
Portland, Maine*

*Brian Noyes '76
Freeport, Maine*

*Peter T. Butler '62
Marblehead, Massachusetts*

*Martha A. Lawlor '82
Cambridge, Massachusetts*

*Henry B. Eaton '70
Chestnut Hill, Massachusetts*

*Deborah E. Adams '74
Atkinson, New Hampshire*

*Richard A. Cousins '45
Newburyport, Massachusetts*

*Karen A. Gronberg '83
Marblehead, Massachusetts*

*Ralph F. Johnson, Jr. '64
Newbury, Massachusetts*

*Ex Officio John P. English '28
Appointed Member
East Orleans, Massachusetts*

*Howard J. Navins '31 Founder, Life Member
Byfield, Massachusetts*

*Brian P. Lenane '72, Faculty Liaison
Byfield, Massachusetts*

*Daniel M. Morgan '67
Development Committee Chair
Worcester, Massachusetts*

The Governor Dummer Allies

The Allies is the parent's organization at Governor Dummer Academy which provides the vital link between school and family. The organization's objective is to preserve and build the Academy, to increase and extend its educational powers and to foster interest in the school. Funds are raised to award scholarships, lend added support to the school newspaper, yearbook, guest speakers, student clubs and teacher allocation requests. The Allies sponsors the Golf and Tennis Tournament, Parent's Weekend, Dinner Theaters, International Dinner and the Grand-parent's Tea. Birthday cakes and exam survival kits are also provided to interested students. Meetings are held on the second Wednesday of each month at the Mansion House, home of Headmaster Peter and Dottie Bragdon.

Anne Benedict, President

Susan Renna, Vice-President

Susan Ambrosi, Treasurer

Barbara Conway, Recording Secretary

Terri Cutting, Corresponding Secretary

Board Members:

Patti Byrne

Cynthia Costello

Patti Ferrara

Judy Gore

Diana Gould

Andrea Holbrook

Linda Karon

Edith King

Laurie Lewis

Gerry Mack

Lynne Markos

Laurie O'Neill

Sheila Whittier

CURRICULUM AND COURSE DESCRIPTIONS

ACADEMIC REQUIREMENTS FOR DIPLOMA

I. CREDITS

- A. Successful completion of 16 credits including required courses.
- B. Two-semester majors = 1.0 credit; minors & one-semester majors = 0.5 credit.
- C. Transfer credits require approval of the Academic Dean.
- D. Repeated courses do not earn a new diploma credit, but do count in the credit load for the semester or year.

II. DISTRIBUTION REQUIREMENTS*

- A. English: Courses 11-12, 21-22, 31-32 and one in each semester from the 40s series.
- B. Mathematics: Courses 11-12, 21-22 and 31-32 or 35-36.
- C. Social Studies: U.S. History and a two-semester course prior to U.S. History.
- D. Foreign Languages: Courses 11-12 and 21-22 in any one language.
- E. Sciences: 2 two-semester majors (including Science I if entering freshman year); also SC10 Health, if entering freshman or sophomore year.
- F. Fine Arts: Introduction to the Fine Arts in freshman year; thereafter one course in art, ceramics, music, photography or theater.

III. MINIMUM CREDIT LOAD PER YEAR*

- A. Freshmen—5.5 credits.
- B. Sophomores—4.75 credits (20% of class carry 5.5).
- C. Juniors—4.5 credits (85% of class carry 5.0 and 10% carry 5.5).
- D. Seniors—4.5 credits (55% of class carry 5.0 and 20% carry 5.5).

IV. OTHER REQUIREMENTS AND CONSTRAINTS*

- A. Participation in the Humanities Program and the Community Service Program is a diploma requirement.
- B. Programs for sophomores, juniors and seniors must include at least **four major** courses in each semester. The freshman program is fixed at five major courses and one minor course.
- C. **Seniors** must pass all year-long and semester-length courses in the second semester, regardless of total credits accumulated prior to the senior year.
- D. In year-long courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.
- E. Students may not drop without penalty, change or add courses after **three weeks** into any semester. **Seniors** may not drop any second-semester course after **January 1st** (earlier for Early Decision acceptances).
- F. Two-semester courses and Language 31-32, 41-42 and 51-52 may not be discontinued **at midyear or during the summer**, except by graduation.
- G. Any student not meeting minimum academic achievement standards (as outlined in the *Student Handbook*) is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable for dismissal from the Academy.

*Note: Exceptions to these specific requirements can be made only by the Academic Dean, who consults with the department chair and the advisor, upon written petition from the student and faculty.

COURSE OFFERINGS and EXPLANATORY NOTES

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. It is possible that a course listed herein will not take place if enrollment is deemed insufficient, or will change semesters if enrollments dictate. Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that apply to juniors and seniors considering participation in the Senior Spring Projects Program.

COURSE DESIGNATIONS

Course designations consists of a course numbers and descriptive titles, such as *MA21-22: Geometry*. An odd number is generally offered only in the fall semester, and even numbers are generally offered in the spring semester. A course with a single number, such as *HS41: Chinese History*, is a complete course in one semester. A two-number course, such as *SC21-22: Biology*, is a year-long course requiring enrollment in both semesters. All courses listed in these pages are *MAJOR* courses (two semesters = 1.0 credit; one semester = 0.5 credit) unless designated as *MINOR* courses (0.25 credit per semester).

SPECIAL SECTIONING

The Governor Dummer curriculum does not utilize "ability grouping" or "tracking by ability" as traditionally understood, especially in younger classes. However, there are ways in which differences of background and ability are addressed, and there are special sections in each field of study to present more challenging opportunities for the student with outstanding strengths and high motivation.

Accelerated sections exist in the science program. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections in chemistry and physics. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied, and

therefore the course assumes more knowledge than the regular sections.

Honors sections in upper-level mathematics and United States history signify more demanding sections of these courses. The "honors" designation in English (seniors only) and in science must be earned by selection and enrollment in special seminars (EN 81-82 and HS 81-92) concurrent with the regular course.

Many courses at the upper levels are designated as *Advanced Placement (AP)* courses or sections. The Advanced Placement Program of the College Board is designed to offer greater challenges to able and ambitious students through rigorous courses. It also provides a means of recognizing outstanding commitment and achievement; success on AP exams in May can earn college credit or advanced placement at the college entered. All students in AP courses are required to take AP exams. Courses that traditionally produce students who succeed on the exams are designated as AP courses.

Students are selected for special sections on the basis of past achievement and evidence of willingness to work hard, tested ability, departmental recommendations and student requests. When a special section is oversubscribed, the department chair and Academic Dean review the list for final enrollment decisions. On occasion, a scheduling conflict may preclude a particular student's participation in a special section.

Since most Academy students plan to attend college, college entrance requirements must be kept in mind in selecting courses. In many instances, especially at the highly selective colleges to which many of our students aspire, these requirements may exceed the Academy's minimum requirements for graduation. The College Handbook and the catalogs of the individual colleges are sources of information, as are the departmental notes throughout this book.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum, to take the extra history course, to be sure to include a lab science in the junior and senior years and, when possible, to qualify for inclusion in accelerated, honors, or AP sections.

Since many colleges require candidates to take College Board Achievement Tests — in addition to the SAT — in at least three different areas (usually English; mathematics; and one in foreign language, American or European history or science) by January of the senior year, courses should be chosen with this in mind. Our students normally take these Achievement Tests on two dates: in June of the junior year, and in December of the senior year. A few sophomores find it advantageous and are advised to take one or two Achievement Tests upon completion of the appropriate courses.

CHOOSING A PROGRAM OF STUDY

Decisions concerning the selection of courses — made in consultation with the student's advisor — must account for the factors mentioned above. Choices made at the end of the freshman and sophomore years have an important impact in the two crucial years — junior and senior — in the college admission process.

ENGLISH DEPARTMENT

EN 11-12: Freshman English (two semesters)

The course is designed to help students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature in the course is chronologically organized. Class time will be used to present the cultural background of literature, giving students a sense of the daily life in various historical periods. This overview will form the basis for literary study in subsequent years. Vocabulary will be studied weekly — a practice that will continue through a student's four years at Governor Dummer. Weekly compositions will give students practice in writing critical analyses, personal and creative essays, plays and poetry. Grammar will be studied formally and prescriptively through exercises and correction and rewriting of student essays. Composition competence examinations in grammar, punctuation and usage will be given in this course, and will be repeated in varying forms and at varying periods throughout a student's four years of English. (Freshmen)

EN 21-22: Sophomore English (two semesters)

The first quarter of this course will be devoted almost entirely to composition practice and development. Prescriptive work in grammar and

punctuation will be combined with workshop techniques to encourage peer criticism, "pre-writing" and re-writing. The form of the argumentative essay will be studied and practiced throughout the year. Students will meet with their teachers for conferences every other week, a practice that will be continued throughout the junior and senior years. The study of two literary genres — poetry and drama — will be undertaken during the remainder of the year. Lengthy assignments in outside reading will try to broaden through literature a student's consciousness of geographical and ethnic differences. Weekly essays will be divided evenly in subject matter between personal expository essays and essays of a critical nature based on the literature in the course. Competence examinations will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and stylistic irregularities. (Sophomores)

EN 31-32 Junior English (two semesters)

The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, irony and satire; and it introduces longer and more complex examples of the genres studied in the sophomore year — poetry and fiction. Drama is examined for its theatrical and literary value. Along with classical writings, a number of important literary works — *Huckleberry Finn*, *Walden*, *The Scarlet Letter*, *The Great Gatsby* and *Death of a Salesman* — are used to study literature and attitudes that seem peculiarly American. (Juniors)

SENIOR ENGLISH (Advanced Placement) To fulfill his or her English requirement, each senior will select one fall- and one spring-semester course from the 40s series. These courses are designed by individual senior teachers to deepen the study of a particular writer, theme, genre or historical period, and a number of them are new each year. Samples of past courses include:

CREATIVE WRITING WORKSHOP: Students will be asked to write in each major form — the poem, short story, drama and essay — and then will be encouraged to work at length and in depth in forms of their own choosing. There will be three class meetings and one

individual conference each week. At the end of the spring, an anthology including the best of each student's writing will be published.

A FORAY INTO "MODERNISM": What's going on in the twentieth century? Is the "self" finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism," we will try to get a handle on the twentieth century by reading some of the best British and American literary minds of the first half of the century. We will also investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Conrad, Yeats, Hardy, Eliot, Joyce, Woolf, Beckett and Owen.

For now, the course registration sheet simply indicates that students will be enrolling in Senior English (AP) each semester. All Senior

English sections are AP sections, although the AP exam in May is not required.

Because of scheduling difficulties, first and even second choices are not always possible to arrange; four priorities for each semester should be clearly indicated on students' special Senior English registration sheets in May.

EN 81-82: English Honors Scholars Seminar (two semesters) This "extra credit" honors seminar meets for two hours in the evening every other week. Evaluation for work in the seminar is incorporated in the student's grade for the regular senior English 40s course work. The seminar is led by four department members in rotation. It gives outstanding students the opportunity to work with equally strong students, and to confront more challenging reading and writing assignments. (Eligibility: honors level work in English 31-32 and selection by the department)



MATHEMATICS DEPARTMENT

The core program includes Algebra I, Geometry and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments and first exposures to functions, graphing, problem solving and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations and experience applying appropriate concepts and strategies in given situations.

MA 11-12: Algebra I (two semesters*) This is a logical development of a first course in algebra — the foundation — emphasizing basic concepts, understanding and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations and inequalities.

* A special section of MA 11 will be offered in the spring semester for those requiring a fresh start in Algebra I. They will be required to complete MA 12 during the ensuing summer, before entering Geometry (MA 21-22) the next September.

MA 21-22: Geometry (two semesters) In this course, the students are introduced to Euclidean Geometry. The challenge of solving problems using the components of deductive structure and employing traditional, coordinate and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

MA 31-32: Algebra II with Trigonometry (each half offered both semesters) This is an intermediate course that re-develops the concepts of the first course and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real and complex number systems; and introductions to exponential, logarithmic and trigonometric functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students also will apply

these concepts and skills to the solution of real world applied problems. (Students are ready for the **Math Level I Achievement Test** after MA32.)

MA 35-36: Honors Algebra II (two semesters) This honors course offers deeper coverage of the topics considered in MA31-32, and introduces sequences, series and probability. Students are likely to continue to MA 47-48 and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment requires departmental recommendation. Students are ready for the **Math Level I Achievement Test** after MA36.)

Placement in all higher mathematics courses is decided by the department.

MA 41: Finite Mathematics (Fall; half-credit) Topics from linear functions and relations, elementary matrix algebra and linear programming — both graphical and simplex methods — are investigated, along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Precalculus) but for whom more mathematics will be useful in business and social science studies. A traditional precalculus course probably should follow this course prior to the study of calculus in college. (Seniors only; ready for **Math Level I Achievement Test** in the winter.)

MA 42: Probability and Statistics (Spring; half-credit) Through the study of elementary combinatorics, probability and descriptive statistics, students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by advertisers, politicians and others who bombard us with ‘evidence’ for their positions. (The target audience is the same as that for MA 41, in addition to those juniors who complete MA 32 in the fall; ready for **Math Level I Achievement Test** in June.)

The two Precalculus courses—MA 45-46 and MA47-48—continue the traditional route from arithmetic through algebra and analysis to the calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for **Math Level I Achievement Test** if taken in December, and **Math Level II Achievement Test** at the June session.

MA 45-46: Precalculus (two semesters) The traditional route, this is a review and extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the binomial theorem and mathematical induction and elementary probability. Some introduction to the ideas of the calculus also is included. This first course beyond the Academy's requirement is strongly encouraged as the goal of all students. It has fast become a necessary part of a fuller education, useful to those wishing to maximize their options for college majors and employment opportunities, as well as those aspiring to the sciences or mathematics. (MA 51-52 or MA 53-54 are the usual sequels.)

MA 47-48: Honors Precalculus (two semesters) Two-thirds of the year is devoted to the study and analysis of the elementary functions, limit theory via sequences, finite series, mathematical induction, polar coordinates and curves and vectors. The last third considers the differential calculus of polynomial functions. Emphasis on graphical analysis is stressed throughout the course, enhanced by mathematical investigations on the computer. (MA 57-58: BC-Calculus is the usual sequel.)

MA 51-52: Non-AP Calculus (two semesters) The target audience for this course includes those students who have completed the precalculus course but either are deemed not yet ready for the Advanced Placement Calculus courses (below) or have chosen not to take on the extra commitment implied in the Advanced Placement courses. About half the year will be devoted to precalculus topics — both those from the study of elementary functions and analytic geometry that need strengthening and those not included in the usual precalculus course such as topics from

discrete mathematics — and the remainder of the course will consider limit theory and the calculus of polynomial functions. (MA 45-46 or MA 47-48 is a prerequisite.)

MA 53-54: AB-Calculus (Advanced Placement; two semesters) This introduction to The Calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism and applications to graphing and to economics, physical sciences and lifesciences. (MA 45-46 or MA 47-48 is a prerequisite; Advanced Placement Exam administered in mid-May is required.)

MA 57-58: BC-Calculus (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus and not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors and parametrics. (MA 47-48 or MA 53-54 is a prerequisite; Advanced Placement Exam administered in mid-May is required.)



MA 61-62: Advanced Topics in Mathematics (two semesters; minor course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from the calculus and problem solving. In this way, the student's background will be broadened before beginning a major in mathematics.

MA 63-64: Advanced Topics in Mathematics (two semesters; major course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from linear algebra and matrices and from number theory, perhaps to include some topics from the calculus and problem solving. In this way, the student will develop a broader background and will be better prepared to read mathematics in college. A project is likely to be involved.

CS 20: Topics in Computers (Spring; half-credit) This course examines computers as a tool for the mind. It is an extension of the mind that allows humans to be more productive and more inquisitive. Incorporating the history, anatomy, uses and misuses of computers, the course's lectures will cover the evolution and design of computer hardware, while an integrated lab will introduce students to the major software tools that can benefit their academic, personal and career efforts. Emphasis will be placed on micro-computers, with focus on word processors, spreadsheets, data bases and graphics. The underlying philosophy is that exposure to computer applications is a more universal need than is programming skill at this time. (Sophomores, juniors and seniors) (Enrollment limited to 14 each semester.)

NOTES:

1. The department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business degrees will need to study mathematics in all four years.
2. Placement in courses subsequent to Geometry will be determined by the department's recommendations. Exceptions require written permission of the department chairman and the current teacher.
3. Students who have completed precalculus (MA 45-46 or 47-48) are advised to take the Math Level II Achievement Test. Those who are only half-way

through precalculus or at the end of Algebra II are advised to take the Math Level I Achievement Test. Those who have not completed Algebra II are not fully prepared for either test.

4. Very strong students of Algebra I (B+ or better) who have more than an abiding interest in mathematics and science may take Geometry and Honors Algebra II concurrently in the sophomore year with the approval of the advisor, the department chairman and the Academic Dean. It is **not** permitted to double up with Geometry and **regular** Algebra II when trying to accelerate a full year in the mathematics program.
5. Students completing the Mathematics requirement prior to the junior year who wish to terminate the study of mathematics must earn departmental approval on Level I Achievement or enroll in MA 45-46. Only very special circumstances would warrant approval of termination of mathematics study before the senior year.
6. Students enrolled in any of the following upper level courses **may not discontinue** these year-long commitments at semester break in January: MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 57-58, MA 61-62 and MA 63-64.
7. Students will be required to have a scientific calculator (e.g., Casio fx-115D) throughout the mathematics program. Beginning with MA 31-32, they also will need an advanced scientific graphing calculator (e.g., Texas Instruments TI-81). Computer software packages in spreadsheets, graphing programs and statistics programs also will be woven into the program's curriculum.

HISTORY and SOCIAL STUDIES DEPARTMENT

HS 11-12: This unique introduction to history is designed to provide optimum opportunity for in-depth historical study, as well as for learning skills essential for study in later years. The year is divided into quarters, and different subject areas are studied in each: ancient Greece, ancient Rome (focusing on reasons for the rise and fall of these civilizations and their contributions to the Western heritage); the Holocaust (emphasizing issues pertaining to personal decision-making and historical lessons relevant today); and a customized curriculum in local, national and world geography (examining important environmental issues and aiming, also, to develop a student's own sense of roots and place). Mastery of study skills, such as note-taking and outlining, is emphasized throughout the course, while speaking, writing and analytical skills are sharp-

ened with individual projects in each quarter: an oral presentation in the first quarter, followed by an argumentative essay, a library research paper, and a final project that synthesizes elements from all four quarters.

HS 21-22: Modern European History (two semesters) This survey course emphasizes the political, economic and social development of Western Europe from the Age of Absolutism to the present. Stress is placed upon the origins and consequences of industrialization, the rise of the middle class and the evolution of totalitarianism. (Normally sophomores and new juniors)

HS 31-32: United States History (Advanced Placement; two semesters) This chronological survey focuses upon the governmental and decision-making processes in the nation's history. Included throughout the study is the intensive investigation of the major issues and events in American History. (Prerequisite: two semesters of history) (Juniors or seniors)

HS 33-34: Honors United States History (Advanced Placement; two semesters) This section will undertake a more intensive study of American history, and the approach should be very suitable for students interested in taking either Advanced Placement or Achievement tests at the end of the year. The syllabus will emphasize readings from several authors in paperback, work with documents, exposure to American literature and analytical work in political, economic, constitutional and social history of the United States. (Departmental approval is required.) (Juniors or seniors)

All remaining History Department courses are generally limited to one section:

HS 37: Post-War America (Fall; half-credit) "From Yalta to Megatrends" This course will cover the dramatic emergence of the United States following the second world war, through the impending Cold War, Vietnam and Watergate. We will also consider America in the '80s under President Reagan, and conclude by speculating about the future. (HS31-32 or HS33-34 is a prerequisite; especially suitable for American History Achievement Test preparation as a senior.



HS 39: Feminine Perspective in American History (Fall; half-credit) This course will chart the influences and contributions of individual women and their involvement in social movements that helped to form American history and thought. Highlighted in the course will be issues and conflicts that involved women during historical movements such as abolition, women's suffrage and labor. (HS31-32 or HS33-34 is a prerequisite.)

HS 41: Chinese History (Fall; half-credit) The course examines "traditional China" and the agonies it has undergone as it has attempted to join the twentieth century world. (Normally in junior or senior year)

HS 44: African History (Spring; half-credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region.

HS 45-46: Russian Studies (two semesters)

The first half of this course will explore the uniqueness of Russian traditions, institutions and history in the period to 1917. The second semester will encourage independent and cooperative inquiry into how Communism took hold in Russia for 70 years and the factors that led to its breakdown. (Juniors or seniors)

HS 48: Middle Eastern History (Spring; half-credit) This course will emphasize the history and geography of the Modern Middle East during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (Juniors or seniors)

HS 49: The American Civil War (Spring; half-credit) This course will use both normal text materials and video materials to examine the Civil War and its results in some detail. Students will examine the immediate causes of the war, the military strategy and tactics, the military and political leadership in both North and South, social and economic changes during the war, and the effects of emancipation on the freed slaves. A reading report will be required and a paper on some aspect of the war will replace a final examination. (Juniors and seniors who have completed the first semester of American History, or who have completed the course at an earlier date)

HS 51: Macroeconomics (Fall; half-credit) This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The thoughts and theories of Adam Smith are investigated as well. Students also write several case studies and participate in a stock market project. (Juniors or seniors)

HS 52: Microeconomics (Spring; half-credit) In this course, students will undertake a detailed examination of firms and industries within the world and national economies. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from

theoretical and practical standpoints. The lives and works of economists are investigated, with special emphasis placed on the works of John M. Keynes and Karl Marx. Students also write several case studies, and participate in a stock market project. (Juniors or seniors)

HS 64: Psychology (Fall and Spring; half-credit) This course introduces students to the discipline of psychology as a science, and to the actual practice of psychology. Areas covered include methods and history, physiological bases of behavior, perception, learning, cognition and motivation. Also addressed are the major areas of personality theory, developmental psychology, psychopathology and treatment of psychological disorders. This course has been designated as Advanced Placement, and will prepare students for that exam. (Seniors only.)

FOREIGN LANGUAGE DEPARTMENT

French

FR 11-12: French I (two semesters) This course introduces basic French communication skills, both oral and written. Basic grammar is presented, along with an introduction to French civilization and readings. Most course work is conducted in French, and the language lab is used.

FR 21-22: French II (two semesters) This course reviews and extends the goals of first year French. Most course work is conducted in French, and the language lab is used.

FR 31-32: French III (two semesters) In this course, the work in basic communications skills is continued, while the student is introduced to French literature and history. Most course work is conducted in French. Completion of this course prepares the student for the French Achievement Test (optional).

FR 41-42: French IV (Advanced Placement; each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization and reading from current publications. Most course work is conducted in French. Completion of this course prepares the student for the French Language Advanced Placement Exam (optional) in May.

FR 51-52: French V (Advanced Placement; each half offered both semesters) The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication.

German

GR 11-12: German I (two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are considered. Most course work is conducted in German, and the language lab is used.

GR 21-22: German II (two semesters) Work in grammar is continued in this course, with emphasis on writing and vocabulary. Some stories are read. Most course work is conducted in German, and the language lab is used.

GR 31-32: German III (two semesters) Work in communication skills is continued in this course. The student is introduced to German civilization, history and literature. Films and outside speakers are part of the course. Most course work is conducted in German. Completion of this course prepares the student for the German Achievement Test (optional).

GR 41-42: German IV (Advanced Placement; two semesters) This course includes an intensive review of grammar, regular writing assignments, discussion of current events and a survey of German Literature. Most course work is conducted in German. Completion of this course prepares the student for the German Language Advanced Placement Exam (optional) in May.

GR 51-52: German V (Advanced Placement; two semesters) The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication.

Latin

LT 11-12: Latin I (two semesters) This course presents basic grammar and vocabulary. Elementary Latin readings are considered, and much work on translation takes place.

LT 21-22: Latin II (two semesters) The study of basic grammar and translation continues in this course. Students read *The Argonauts* and selections from *Julius Caesar*. An introduction to mythology is part of the course.



LT 31-32: Latin III (two semesters) In addition to an intensive review of grammar and vocabulary, readings from Cicero, Ovid and a variety of other authors are studied. Also included is an introduction to Latin verse. Completion of this course prepares the student for the Latin Achievement Test (optional).

LT 41-42: Latin IV (two semesters) This course continues to emphasize grammar and vocabulary review. The first semester's focus is on Vergil's *Aeneid*. During the second semester, a selection of readings from Plautus, Catullus and Horace are studied and discussed. Preparation for the Latin Advanced Placement Exam (optional) in May is possible for students willing to complete independent study in conjunction with this course.

LT 51-52: Latin V (Two semesters) The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication.

Spanish

SP 11-12: Spanish I (two semesters) This course introduces basic Spanish communication skills, both oral and written. Basic grammar is presented, along with an introduction to Hispanic civilization and readings. Most course work is conducted in Spanish, and the language lab is used.

SP 21-22: Spanish II (two semesters) This course reviews and extends the goals of first year Spanish. Most course work is conducted in Spanish, and the language lab is used.

SP 31-32: Spanish III (two semesters) In this course, the work in basic communications skills is continued, while the student is introduced to Hispanic literature and readings about Spain and Latin America. Most course work is conducted in Spanish. Completion of this course prepares the student for the Spanish Achievement Test (optional).

SP 41-42: Spanish IV (Advanced Placement; each half offered both semesters) Emphasis in this course is placed on an intensive review of vocabulary and grammar and work on essay writing, memorization, translation and speaking. Readings and discussion of the works of twentieth century authors form the core. Most course work is conducted in Spanish. Completion of this

course prepares the student for the Spanish Language Advanced Placement Exam (optional) in May.

SP 51-52: Spanish V (Advanced Placement; each half offered both semesters) The description for this course is the same as that for SP 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same class without duplication.

NOTES:

1. Students considering the major liberal arts colleges should plan to take at least three years of one foreign language. Colleges are impressed by students who take the full sequence of one language.
2. Student should be at the third-year level or higher before taking a College Board Achievement Test in a foreign language.
3. Students beginning a language at GDA will find the language available through the fourth-year level. We also maintain a policy of offering as advanced a level as students require.

SCIENCE DEPARTMENT

SC 11-12: Science 2000 (two semesters; required of all freshmen) An interdisciplinary study of the major scientific disciplines and the central unifying themes of science that will provide the background and skills necessary for further study of chemistry, biology and physics. Emphasis is placed on laboratory work and field studies of the local environment, as well as the development of computer literacy and environmental awareness.

Upper-class Science Courses:

SC 10: Health (one quarter; minor course) This course deals with adolescent health issues, and is required of all sophomores.

SC 21-22: Biology (two semesters) This is a hands-on approach to biology, with emphasis on laboratory observation and experimentation, unity, interaction and continuity of life. Students are introduced to the nature of science through biological models. (Sophomores, juniors or seniors)

SC 23-24: Accelerated Biology (two semesters) This is an introductory survey course in biology emphasizing the continuity of life from a biochemical point of view. An advanced level text is used in this course. (Prerequisite: one year of chemistry. Also recommended: physics.) (Sophomores, juniors or seniors)

SC 27: Ecology (one semester; half-credit) This study is a second-year biology course based on the concept of the ecosystem. The biology of individuals and communities will be treated in class and in the laboratory. (Prerequisite: one year of biology, and one year of chemistry or physics—completed or being studied concurrently.) (Juniors or seniors)

SC 28: Marine Science (one semester; half-credit) This study is a second-year science course considering the basic principles of biology as they relate to the oceans. Consideration also will be given to the geology, chemistry and physics and ecology of marine systems. (Prerequisite: one year of biology, and a year of chemistry or physics — completed or being studied concurrently) (Juniors or seniors)

SC 31-32: Chemistry (two semesters) This is a general introduction to chemical theory and laboratory procedures, meeting six periods per week. (Sophomores, juniors or seniors)

SC 33-34: Accelerated Chemistry (two semesters) This is an introductory course for students with strong aptitudes and a strong interest in science. Meeting seven periods a week, this course offers a more rigorous and

comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of chemistry. (Sophomores, juniors or seniors)

SC 37-38: Advanced Chemistry (two semesters; minor course) This course includes a review and further development of the first-year chemistry course, followed by projects or topics chosen by the students and the instructor. During the spring term, students will participate in an ongoing research project investigating physical and chemical characteristics of the Parker River ecosystem. (Prerequisite: One year of chemistry) (Juniors or seniors, with permission of the department)

SC 41-42: Physics (two semesters) This course is designed for the student who probably won't pursue science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer-based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry also is a goal of the course. At the completion of the course, students should be able to make responsible decisions regarding science in an age of increasing technological complexity. (Juniors or seniors)

SC 43-44: Accelerated Physics (two semesters) This is an introductory physics course covering traditional topics in mechanics, dynamics, wave motion, modern physics and electricity. The course includes two laboratory periods per week in addition to outside activities such as Amusement Park Physics and Physics Olympics. It is not intended to be an AP course, but is a prerequisite for Advanced Physics. (Juniors or seniors)

SC 47-48: Advanced Physics (two semesters; minor course) A review and continuation of Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, relativity and quantum mechanics; in short, modern physics. This course is especially useful to those students planning to take the Physics Achievement Test in December. (Prerequisite: One year of physics; generally seniors, with permission of the department.)



SC 51: Electricity I (one semester) A course in DC and AC network analysis. Resistive, capacitive and inductive elements are examined in various circuits. The course has a heavy laboratory orientation, and is particularly useful for those studying chemistry and planning to study physics. (Sophomores, juniors or seniors)

SC 54: Electricity II (one semester) A programmed independent-study course in advanced circuit analysis, tubes and transistors and basic electronic devices such as power supplies, amplifiers and oscillators. (Juniors or seniors)

SC 81-82: Science Honors Research Program (two semesters) This extra credit program applies to any science course. Students may apply to their current science teachers to perform research projects — including readings, laboratory work, a paper and a defense. Approval is at the department's discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the "Honors" designation. This provides the student the opportunity to do some science.

SC 91-92: Independent Study in Science (two semesters; minor course) Requires planning with and written consent of a Science Department instructor at the time of registration.

NOTES:

1. Students contemplating studying science, engineering or medicine in college should include chemistry, biology and physics in their programs. They should plan to take a College Board Achievement Test in at least one science and mathematics.
2. Prospective science, engineering and pre-med majors are strongly urged to take chemistry first, and then (accelerated) biology or physics.
3. Prospective science, engineering and pre-med majors who plan to study each of the three basic science courses are advised to follow the sequence: chemistry, physics and accelerated biology. Advanced minor courses in chemistry and/or physics are strongly recommended.
4. In all cases, students should follow the recommendations of the Science Department. Any deviation from these recommendations must be approved by the chairman of the Science Department.

NOTE: The remaining offerings, except for Introduction to the Fine Arts and Performance, are *not* open to freshmen.

FINE ARTS DEPARTMENT

FA 11-12: Introduction to the Fine Arts (two semesters; minor course) Students are introduced to the world of fine and performing arts through both historical and applied creative experiences. The course considers choral work, music, theater and movement and two- and three-dimensional visual arts/drawing. It also provides exposure to the faculty of the Fine Arts Department (Required of all freshmen)

Visual Arts

VA 21: Art History (Fall; half-credit) This course includes lecture/slide presentations of significant works, major themes and important artists and schools in the history of art. Emphasis is placed on understanding a work of art in relation to its cultural context. Readings and occasional papers and reports are required.

VA 31: Ceramics Studio (Fall or Spring; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel throwing, glazing and kiln use. One-hour classes meet four times per week. (Limited to one section per semester.)

VA 41: Photography Studio (Fall or Spring; half-credit) This is a basic studio course in black-and-white photographic techniques, with emphasis on visual perception and expression, the camera and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed and a light meter, is required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. One-hour classes meet four times per week. There is a lab fee of \$35, and students typically spend another \$75 to \$100 for personal photographic supplies. (Seats reserved in equal numbers for all three upper classes.)

VA 51: Introductory Studio Art (Fall or Spring; half-credit) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process and his or her own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional

drawing, design and graphic techniques and three-dimensional design. Projects will be assigned in the following media: pencil, block print, acrylic painting, silk screen and clay. Student work will be shown in both annual student exhibits. One-hour classes meet four times per week. A lab fee of approximately \$60 covers the cost of supplies. (Limited to one section per semester.)

VA 53: Intermediate Studio Art (Spring; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis during the first quarter will be placed on drawing and painting, while the second quarter will focus on graphics and sculpture, with attention given to the Advanced Placement requirements. One-hour classes meet four times per week. Supplies are purchased as needed. Work is required for exhibit. (Prerequisite: VA51 and the instructor's permission or, for the serious experienced student, a portfolio for audition.)

VA 57-58: Advanced Studio Art (Advanced Placement; two semesters) This course is for the student with a serious commitment to the arts, and interested in fulfilling Advanced Placement requirements. Along with their studio work, students will be required to do readings from artists' essays and other related readings. Occasional papers are required. Considerable independent work is expected in addition to in-class assignments. Students will devise their independent programs, and conceive and carry out the projects. The first semester will be devoted to working with the human form with a life model. Emphasis in the first quarter will be on drawing, and a medium of the student's choosing in the second. The second semester will consist of student projects in two different media, meeting with departmental approval. The course involves two hours of supervised work and three hours of independent work per week. (Permission of the department and VA53 are normal prerequisites.)

VA 91-92: Independent Study in Visual Arts (two semesters; minor course) Individual study in a topic as arranged by the student in consultation with an instructor from the department.



PERFORMING ARTS

PA 21: Electronic Music Composition (Fall or Spring; half-credit) This course is designed to allow students to be creative in the world of sound. The electronic music studios are substantial, including a Moog synthesizer, MIDI equipment, digital sequencer and two- and four-channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required, but it is helpful. (Limited to one section each semester.)

PA 23-24: Chamber Ensemble (two semesters; minor course) In this course, students will learn and perform chamber music. Music will be drawn from standard and contemporary repertoire. The ensemble will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Chamber Ensemble is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a chamber musical instrument.)

PA 25-26: Jazz Band (two semesters; minor course) In this course, students will learn and perform music from the jazz-rock repertoire. The band will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Jazz Band is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a musical instrument.)

PA 27-28: Chorus (two semesters; minor course) In The Academy Singers, the oldest performing ensemble of the Academy, students will learn and perform vocal music from all periods from the standard repertoire to contemporary songs. The chorus will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Chorus is a performance-oriented course. It will stress the development of vocal musical abilities through individual practice, rehearsals and regular performance.

PA 31: Music History (Fall; half-credit) This course covers all periods of music history from the Middle Ages to the present. Emphasis is placed on the study of notation, form and the sociological influences on music. Some background in music theory is helpful but not necessary. This is a course for the adventurous listener as well as the musician.

PA 41-42: Music Theory (two semesters) The course introduces students to the basic elements of music through performance, composition and improvisation, stressing contemporary, classical, jazz and rock styles. Students are required to bring their instruments to class. The course is a combination of history, theory and performance, and it provides the proper stimuli for accelerated individual progress while engaging in a team or "family group" endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment.)

PA 43-44: Advanced Improvisational Music (two semesters; minor course) This is a continuation of the theory workshop course, with an emphasis on performance and on in-depth analysis of major jazz and rock styles. This course is particularly effective, and is ideally

suited for a small ensemble of any orchestration. It deals with the many aspects of jazz, the music that is so uniquely American. (An audition and a previous theory course are prerequisites.)

PA 47-48: Advanced Vocal Technique (two semesters; minor course) The vocal equivalent of PA 43-44, this course emphasizes performance of all vocal styles, from madrigals, motets and the classical repertoire to Broadway and jazz standards. (Audition required.)

PA 51-52: Performance—Dance (two semesters; minor course) and **PA 53-54: Performance—Instrumental** (two semesters; minor course) and **PA 55-56: Performance—Voice** (two semesters; minor course) If private lessons are accompanied by four practice sessions per week and graded participation in one of the Academy's performing groups, a half-credit is earned in the academic program.

PA 64: Survey of Musical Theater (Spring; half-credit) At least ten musicals will be studied in depth in an attempt to understand the changes that have occurred since the Gilbert and Sullivan operettas of the 1890s. Listening and research skills will be valuable as students make their way through the maze of Broadway and off-Broadway shows — some that have had a direct bearing on the American way of life — coming to an understanding of the concept of musical theater.

PA 91-92: Independent Study in Performing Arts (two semesters; minor course) Individual study in a topic as arranged by the student in consultation with an instructor from the department prior to June 1, 1992.

Private Lessons Individual weekly lessons in most instruments, voice and dance are available at approximately \$120 per quarter. Most orchestral instruments, piano and organ are possibilities. Lessons may be taken without students' being involved in the performance courses for credit.

NOTE: Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, students must indicate on the course registration form both first and second choices for each semester.

SEMINARS

Human Relations and Sexuality Seminar –

This optional, highly recommended, non-credit, evening seminar program is recommended for all juniors and seniors. The small discussion groups are guided by members of our faculty who choose to help adolescents understand themselves, their peers and their sexuality more completely.

HS 81-82 – This is an ‘extra credit’ seminar that meets for 90 minutes in the evening every other week. The course is not graded, but a weight is added to each student’s grade-point average based upon quality of participation and preparation.

The seminar focuses on issues which cut across disciplines and cover a wide range of topics. Students petition to enter the course, which is open to students from all grades.

EXTRA HELP AND TUTORING

Extra Help – The Governor Dummer faculty goes out of its way to provide short-term extra help to any student. Here it is ‘uncool’ and unwise **not** to avail oneself of this extra resource. In fact, faculty may insist that freshmen and sophomores – and even new juniors – meet with them for clarification and suggestions, and they stand ready and willing to assist juniors and seniors who take the initiative to seek their guidance. Mutually free periods and evenings are all good times to help oneself master a sticky subject, or to catch up after an excused absence.

Tutoring – The Academic Office and Tutoring Club manage a limited student-to-student tutoring service in which capable, older students make themselves available to help other students. This supplements extra-help sessions with the teacher.

Good private tutors are few, and virtually non-existent in some subjects, but the Academy may be able to arrange for one on a contractual basis.

These tutors must be reserved for those in greatest need. The Academy will not sanction the use of a private tutor unless a teacher first finds that normal extra-help sessions are insufficient. Even while tutoring privately, students must maintain extra contact with their teachers.

Reading & Study Skills Enrichment (non-credit) The Academy will enlist the services of an outside agency to provide, for a fee, an enrichment course in improved reading proficiency and study skills. The course is designed to be helpful to every student, regardless of his or her capabilities. Particular information will be sent to students and families in advance for registration. Of course, these skills are taught in all parts of the formal curriculum by our own faculty.

Remedial Work – The Academy does not have the specially trained staff and facilities to provide remedial or developmental work as those terms are usually understood.

Professional Testing and Tutoring Specialists

– Occasionally the faculty will find reason to recommend specialized educational evaluations. This extra documentation is required whenever a waiver of a normal graduation requirement is being considered. When the findings suggest retaining a specially trained tutor to support a student, the Academy will endeavor to help locate such a resource. Experience says that this is not easy, however.

SPECIAL NOTE ON SENIOR SPRING PROJECTS

Some seniors intend to participate in the Senior Spring Projects Program, and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing such releases. The information also is included with project planning guidelines normally published in November.

Travel Instructions to Governor Dummer Academy

From the South

Take U.S. Route 1 north 35 miles from Boston. Three miles beyond the intersection of Routes 1 and 133, at the second blinking yellow light, is the entrance to Governor Dummer Academy, marked by a sign on the left. Turn left here, drive under the footbridge and turn right into the school at the GDA sign.

From the South (alternate route)

Take Interstate 95 north to the Central Street, Byfield exit. Bear right off the ramp onto a winding country road. Bear right at the intersection of Orchard Street and School Street and drive over a small bridge. Follow School Street to the stop sign at Elm Street. Turn left and travel another mile before turning left onto the campus at the GDA sign.

From the North

Take U.S. Route 1 four miles south of the Newburyport rotary to the flashing yellow light. The GDA sign will be on your right. Turn right onto Elm Street and drive under the footbridge to the next GDA sign on your right. Turn right onto the Academy campus.

From the North (alternate route)

Take Interstate 95 south to the Central Street, Byfield exit. Bear left off the ramp, over the highway and onto a winding country road. Bear right at the intersection of Orchard Street and School Street and drive over a small bridge. Follow School Street to the stop sign at Elm Street. Turn left and travel another mile before turning left onto the campus at the GDA sign.

By Airplane

Logan International Airport in Boston serves all commercial airlines. Private airplanes may land conveniently at the Beverly, Lawrence and Plum Island airports. Ground transportation should be arranged in advance from those airports.

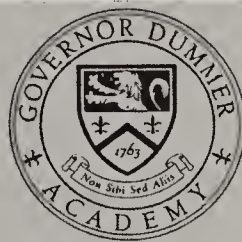
Other Means

Buses between Boston and Portland, Maine, stop in Newburyport. Taxis are available there for the five-mile drive to the Academy. The closest train station is in Ipswich, a ten-minute drive from GDA, where taxis also are available.



The oldest college preparatory boarding school for boys in America, Governor Dummer Academy was founded in 1763 through the will of Massachusetts Bay Colony Lieutenant Governor William Dummer. Co-educational since 1971, the Academy is a community of learners in which a carefully designed curriculum prepares students for success in college and continued learning throughout their lives. Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests in the spirit of continuing discovery. This process, which prepares students to meet and benefit from opportunities throughout their lives, is achieved through adherence to two abiding precepts of Governor Dummer Academy, maintained throughout the centuries: small classes and individualized attention. Underlying these goals is the Academy's deep commitment to community service articulated in the GDA motto: "Non sibi sed aliis — Not for self but for others."

Ocean (4 miles) →



GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS

ESTABLISHED 1763

Parking

Morgan Tower

Morgan Cottage

Huggins Track & Field

Carl A. Pescosolido, Jr.
Field House

Sager Bowl

Morse Field

Navins Field

Little Red School House

Kaiser Visual
Arts Center

Thompson Performing
Arts Center

Moody House

Post Library

Phillips Building
Parking

e Mansion House

Moseley Chapel

Commons

Peirce Hall

Schumann Science Center

Noyes Library

Duncan Health
Center

Mason Cottage

James
Dormitory

ELM STREET

NEWBURYPORT TURNPIKE (U.S. RT.1)

To Boston (33 miles)

NEWBURY
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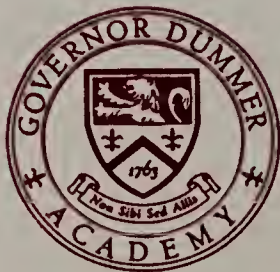
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Governor Dummer Academy does not discriminate on the basis of race, color, religion or national or ethnic origin in admissions or in the administration of school programs.



GOVERNOR DUMMER ACADEMY

BYFIELD, MA 01922

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